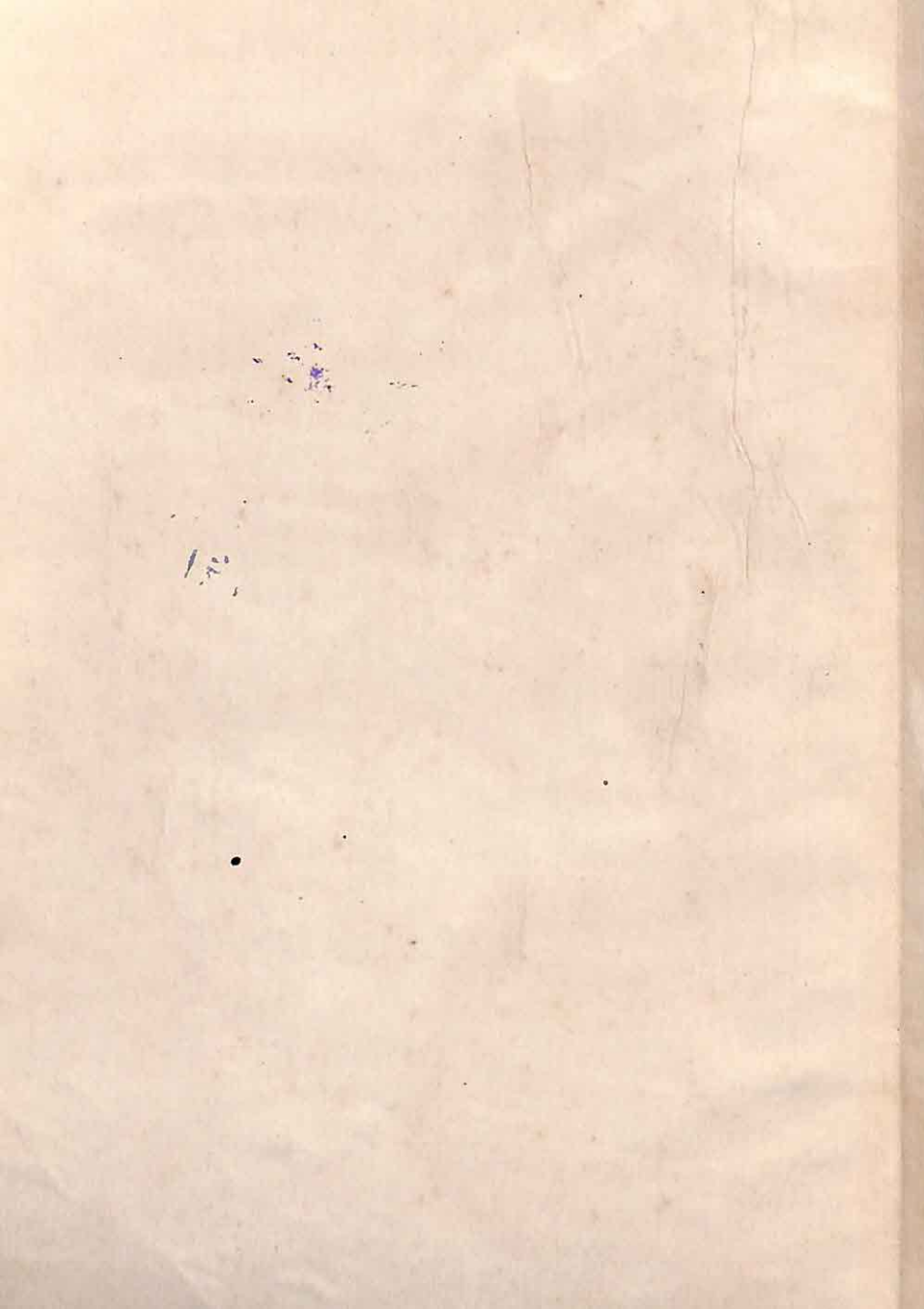


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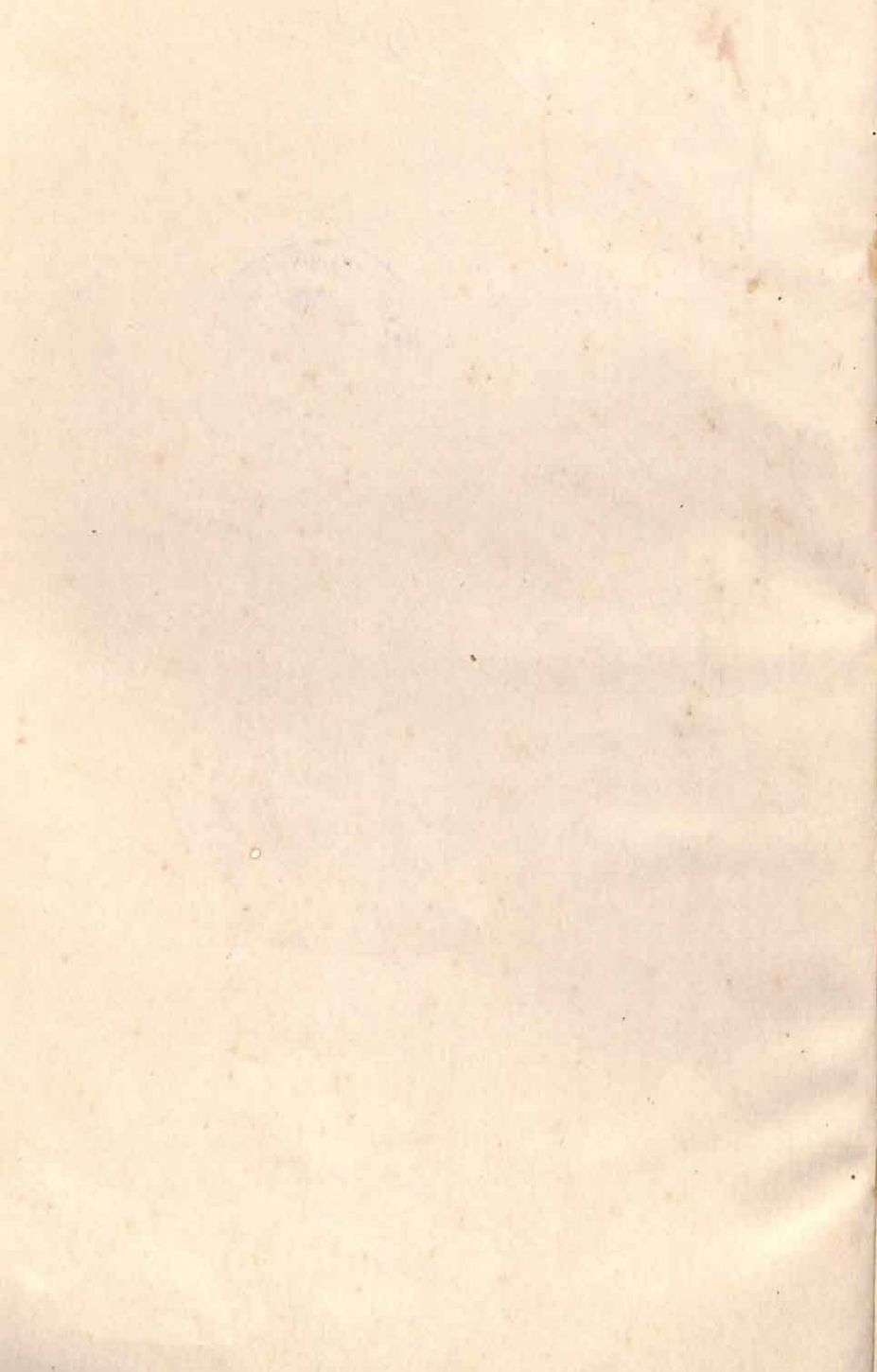
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THE TIMES READER

BOOK III
(For Class VIII)



By

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and

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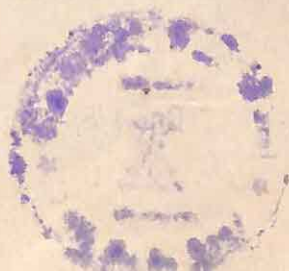
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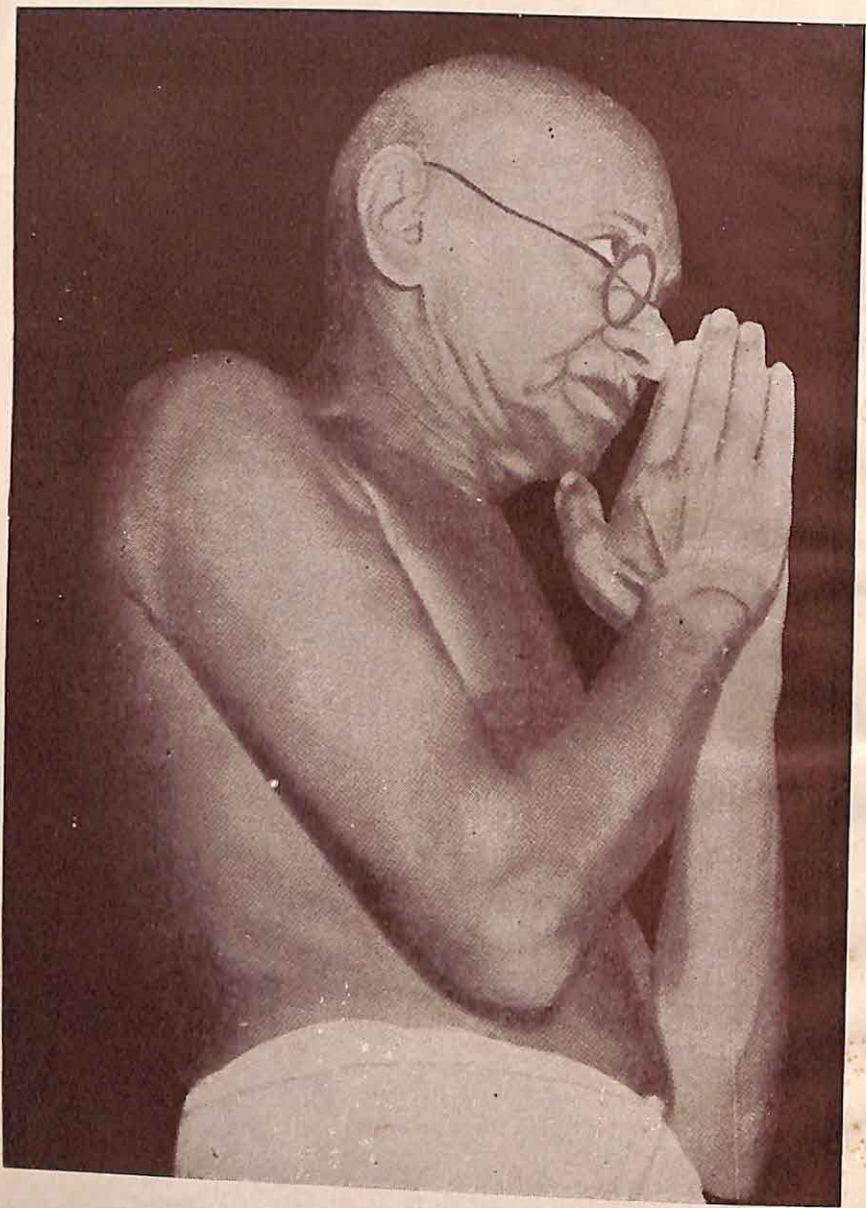


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THE TIMES READER

BOOK III

LESSON 1

HONESTY IN CONDUCT

New Words

honesty (on'esti)	conduct	incident	occurred
worth (wurth)	recording	educational	inspector
visit	set	misspelt	prompt
copy (kop'i)	neighbour	(na'bur)	supervise
effect	art	diminish	faults
failings	regard	scan (skan)	action

Idioms

**at the point of
in the least**

**to bring home to
to come to know of**

to carry out

There is an incident which occurred at an examination during my first year at the High School, which is worth recording. Mr. Giles, the Educational Inspector, had come on a visit of inspection. He had set us five words to write as a spelling exercise. One of the words was "kettle". I had misspelt it. The teacher tried to prompt me with the point of his boot, but I would not be prompted. It was beyond me to see that he wanted me

to copy the spelling from my neighbour's slate, for I thought that the teacher was there to supervise us against copying. The result was that all the boys, except myself, were found to have spelt each word correctly. Only I had been stupid. The teacher tried later to bring this stupidity home to me, but without effect. I never could learn the art of 'copying'.

Yet the incident did not in the least diminish my respect for my teacher. I was by nature blind to the faults of elders. Later I came to know of many other failings of the teacher, but my regard for him remained the same. For I had learnt to carry out the orders of elders, not to scan their actions.

—From "My Early Life" by M. K. Gandhi.

Meanings

conduct—behaviour.
worth—deserving of.
prompt—help with suggestion.
supervise—oversee.

to bring this stupidity home to me—to make me realise this stupidity.
diminish—make less.
scan—examine carefully ;
 scrutinise.

Grammar and Composition

Direct and Indirect Objects

In the sentence "He had set us five words", the word 'words' is the **Direct Object** and the word 'us' the **Indirect Object** of the verb 'set'. The former is the Direct Object for the reason

that it is the direct or immediate object of action of setting, and the latter is the Indirect Object because it is comparatively a remote or Indirect Object of the action.

Exercise

1. Frame two sentences illustrating the uses of Direct and Indirect Objects in them.

2. Use in sentences of your own :—

visit, except, without effect, least, stupid, in the, regard, to carry out.

3. How did the Inspector examine the boys ?

4. What word did Gandhiji misspell ?

5. How did his teacher want him to correct it ?

6. Why did not Gandhiji allow himself to be prompted ?

7. What moral do you derive from the above lesson ?

LESSON 2

A CHILD'S SONG

New Words

own	tender	wear	bestowed
preserve	blessing	constant	repay

1. Lord, I would own Thy tender care,
And all Thy love to me,
The food I eat, the clothes I wear,
Are all bestowed by Thee.

2. 'Tis Thou preservest me from death
And dangers every hour :
I cannot draw another breath
Unless Thou give me power.
3. My health, my friends, and parents dear,
To me by God are given ;
I have not any blessing here,
But what is sent from heaven.
4. Such goodness, Lord, and constant care
A child can never repay ;
But may it be my daily prayer,
To love Thee and obey.

Meanings

bestowed—given.
preserve—protect.

constant—continual.
repay—return.

Exercise

1. Why should the child be thankful to God ?
2. What does the child pray for ?

LESSON 3

CANUTE'S REPROOF TO HIS COURTIERS

New Words

monarch (mon'ark)	liege (lij)	element	boisterous
terrible	bidding	sovereign	treasures (trezh'urs)
perceive	swell	gracious	wonder
courtier (kortier)	bounden	stretch (streich)	
sceptre (sep'ter)	presume (pre-zum)	folly	
rebellious	spray	sacred	sycophants (sik'o-fants)
dupe	base	object	flatteries
	assume	disgrace	

Canute : "Is it true, my friends, what you have so often told me, that I am the greatest of monarchs ?"

Offa : "It is true, my liege ; you are the most powerful of all kings."

Oswald : "We are all your slaves ; we kiss the dust of your feet."

Offa : "Not only we, but even the elements are your slaves. The land obeys you from shore to shore and the sea obeys you."

Canute : "Does the sea, with its loud boisterous waves, obey me ? Will that terrible element be still at my bidding ?"

Offa : "Yes, the sea is yours ; it was made to bear your ships upon its bosom and to pour the treasures of the world at your feet. It is boisterous to your enemies, but it knows you to be its sovereign."

Canute : "Is not the tide coming up ?"

Oswald : "Yes, my liege ; you may perceive the swell already."

Canute : "Bring me a chair there ; set it here upon the sands."



Canute reproves his courtiers

Offa : "Where the tide is coming up, my gracious lord ?"

Canute : "Yes, set it just here."

Oswald (aside) : "I wonder what he is going to do !"

Offa (aside) : "Surely he is not such a fool as to believe us !"

Canute : "O mighty Ocean ! thou art my subject, my courtiers tell me so ; and it is thy bounden duty to obey

me. Thus, then, I stretch my sceptre over thee, and command thee to retire. Roll back thy swelling waves, nor let them presume to wet the feet of me, thy royal master."

Oswald (aside): "I believe the sea will pay very little regard to his royal commands."

Offa: "See, how fast the tide rises!"

Oswald: "The next wave will come up to the chair. It is folly to stay: we shall be covered with salt water."

Canute: "Well, does the sea obey my commands? If it be my subject, it is a very rebellious subject. See how it swells, and dashes the angry foam and salt spray over my sacred person. Vile sycophants! did you think I was the dupe of your base lies? That I believed your abject flatteries? Know there is only one Being whom the sea will obey. He is Sovereign of heaven and earth, King of kings and Lord of lords. It is only He, Who can say to the ocean, 'Thus far shalt thou go, but no farther and here shall thy proud waves be stayed.' A king is but a man, and a man is but a worm. Shall a worm assume the power of the Great God, and think the elements will obey him? Take away this crown, I will never wear it more. May kings learn to be humble from my example, and courtiers learn truth from your disgrace."

—From "Evenings At Home."

Meanings

Canute—was a king of England,
Denmark and Norway.

reproof—rebuke.

monarch—supreme ruler.

liege—lord.

elements—i.e., air, water, etc.

boisterous—noisy.

bidding—command.

aside—to himself.

gracious—full of grace or kindness

sceptre—royal staff.

vile—wicked.

sycophants—flatterers.

dupe—one who is deceived or
misled.

abject—mean.

assume—pretend to possess.

disgrace—dishonour.

*Grammar and Composition***Retained Objects**

When a verb, taking two objects in the Active Voice, is changed into the Passive Voice, either of the two objects may become the subject in the Passive Voice, and the other is retained as object, which is called the **Retained Object**.

Active—Ram gave me a pen.

Passive— $\left\{ \begin{array}{l} \text{I was given a pen by Ram.} \\ \text{A pen was given me by Ram.} \end{array} \right.$

Exercise

1. Turn the verb in the following sentence into the passive voice and point out the Retained Object :—

Bring me a chair.

2. Make adjectives from the following and use them in sentences of your own :—

example, salt, disgrace.

3. Give in your own words, the substance of the conversation between Canute and his courtiers.

4. Why did Canute rebuke his courtiers ?

5. Give the moral of the lesson.

LESSON 4

THE ROSE

New Words

glory	fade	wither	boast
perfume	yield	frai	bloom
scent			

- How fair is the rose ! What a beautiful flower !
The glory of April and May !
But the leaves are beginning to fade in an hour ;
And they wither and die in a day.
- Yet the rose has one powerful virtue to boast ;
Above all the flowers of the field ;
When its leaves are all dead, and fine colours are
lost,
Still how sweet a perfume it will yield !
- So frail is the youth and beauty of men ;
Though they bloom and look gay like the rose ;
But all our fond care to preserve them is vain ;
Time kills them as fast as he goes.

4. Then I'll not be proud of my youth or my beauty ;
 Since both of them wither and fade ;
 But gain a good name by well doing my duty,
 This will scent like a rose when I'm dead.

—Isaac Watts.

Meanings

wither—become dry.

virtue—good quality ; gift.

perfume—fragrance.

yield—produce.

frail—fleeing.

fond care—anxious attempt.

Exercise

1. What analogy does the poet draw between the rose and human life ?

2. What is the 'one powerful virtue' of the rose ? How does the poet propose to gain a good name that 'will scent like a rose' after his death ?

LESSON 5

A GOOD PRACTICAL JOKE

New Words

practical (praktikal)	provide	cultivate
morals	customary	toil
pebbles	grimaces	annoyance
generous	slipped	outcome
puzzled	amazement	chuckle
impressive	crust	invoked
overtake	abide	angels
dialogue	capital	shaky
	well-furnished	variety
		snivelling
		mischievous
		prank
		amusement
		charity
		aged

A certain German nobleman provided his son with a tutor, whose duty it was to cultivate the mind and morals of the youth. One day, as they were taking one of their customary walks in the country, they came to the edge of a wood, where they observed a half-felled tree, and saw lying near it a pair of wooden shoes.

The day being warm, the woodman, resting from his toil, was cooling his feet in a neighbouring brook. The young nobleman, in a spirit of fun, picked up a few rounded pebbles, saying: "I'll put these in the old fellow's shoes and we will enjoy his grimaces when he tries to put them on. It will be great fun."

"Well," said the tutor, "I doubt if you will get much fun out of that. He must be a poor man; no doubt his lot is a hard one. Would there be fun in adding to his troubles by such a petty annoyance? I can't help thinking that if you were to surprise him in a different way—say, by putting a little money in each shoe—you would enjoy his grimaces better. You have plenty of money. What do you say? Is it worth trying?"



'He turned the coin over and over in his hand, and gazed at it in astonishment'

The boy who, though mischievous, was very kind-hearted and generous, caught quickly at the proposal of the tutor, and he slipped a goodly coin into each shoe. Then they hid behind a hedge to watch the outcome of their innocent prank. They had not long to wait. The elderly man came back to his work—hard work it was, too hard for a man of his years—and slipped his right foot into his shoe.

Feeling something hard in the shoe, he withdrew his foot, and looked to see what the object might be, when lo! he discovered the coin. A look of puzzled amazement came over his sad face, which made the two watchers chuckle with amusement. He turned the coin over and over in his hand, and gazed at it in astonishment. As he looked at it, he felt with his foot for the other shoe and slipped it on. To his great surprise, that shoe too held a coin.

Holding up both the silver pieces, and staring at them in silence, he made a most impressive picture, which was by no means lost upon the two beholders. Then suddenly clasping his hands together, he fell upon his knees and gave thanks for the blessing that had come upon him.

As he prayed, the boy and his tutor learned from his words that his poor wife was sick and helpless at home, and that his orphan grand-children were suffering from want of food, while he, old and feeble, was striving by heavy toil to earn a crust. The old man invoked the blessings of Heaven upon the unknown, but generous soul who had pitied his poverty, upon the kind heart that could thus beat warm in charity and kindness for the hungry and the poor.

"He has gone," said the old man, "without even waiting to be thanked. But go where he may, far as he may, the earth is not wide enough but that the blessing of an old man shall seek him out, and find him. The

blessing of the poor flies fast," he cried, "it will overtake him, and abide with him to the end of his life. May the charity of God and the care of his angels go with him, keep him from poverty, shield him from sickness, guard him from evil, and ever fill his heart with warmth and joy, as he has filled mine this day! "

"I'll work no more to-day," said the aged labourer. "I'll go home to my wife and the children, and they shall join me in calling for blessings upon their kind helper." He put on his shoes, shouldered his axe, and departed.

Then the two watchers in the thicket had a little dialogue. "Now I call this capital fun," said the tutor, in a voice that was rather shaky. "Why, boy, what are you snivelling at?"

"You are snivelling too," said the boy.

"Well, then, both of us are snivelling, as well as laughing. Of all the pleasures of life, those are the most blessed which are expressed by tears rather than by laughter."

"Come on!" said the boy.

"Where next?" asked the tutor.

"Why, to follow him, to be sure. I want to know where they live, and who they are. Do you think I will let his wife be sick, and his grand-children be hungry, if I can prevent it? I have learned a new kind of fun, and I want more of it."

"My dear boy, I don't for a moment think you will let them be hungry. Youth, with a heart like yours, never does things by halves."

So they followed the subject of their joke to his home, and the young nobleman, by means of his well-furnished purse, found means to enjoy much more of his new-found variety of fun.

—Charles Reade.

Meanings

cultivate—improve.

grimaces—distortion of the face.

chuckle—laugh in a quiet, suppressed manner, indicating diversion or enjoyment.

impressive—solemn ; capable of, making an impression on the mind.

invoked—prayed for.

snivelling—weeping ; crying miserably but not noisily.

Grammar and Composition

Mood

A **Mood** denotes the *mood or manner* in which a statement is made by the verb. There are four Moods, three Finite and one Infinitive :—

- (a) Three Finite moods : (i) Indicative. (ii) Imperative. (iii) Subjunctive.
- (b) The Infinitive mood.

Exercise

1. What is Mood ? Illustrate by examples from the lesson.
 2. How many kinds of Moods are there ? Name them.
 3. Use the following words in different Parts of Speech :—
walk, warm, brook, surprise, face.
 4. Rewrite the story in your own words as far as practicable.
 5. What was the new kind of fun that the German boy practised at last ?
-

LESSON 6

THE SANDS OF DEE

New Words

dank	foam (fōm)	rolling	mist
weed	floating	tress	maiden
salmon (sam'un)		stakes	crawling

1. 'O Mary, go and call the cattle home,
And call the cattle home,
And call the cattle home,
Across the sands of Dee.'
The western wind was wild and dank with foam,
And all alone went she.

2. The western tide crept up along the sand,
And o'er and o'er the sand,
And round and round the sand,
As far as eye could see,
The rolling mist came down and hid the land,
And never home came she.
3. 'O, is it weed, or fish, or floating hair—
A tress of golden hair.
A drowned maiden's hair.
Above the nets at sea ?
Was never salmon yet that shone so fair,
Among the stakes of Dee !
4. They rowed her in across the rolling foam,
The cruel crawling foam,
The cruel hungry foam,
To her grave beside the sea,
But still the boatmen hear her call the cattle home,
Across the sands of Dee.

Meanings

Dee—the river Dee is in the west of England, flowing into the Irish sea.

dank—moist ; wet.

foam—bubbles rising on water ; froth.

The rolling mist—mist coming down with a slow wavelike motion.

weed—any useless plant of small growth.

salmon—a large fish, brownish above, with silvery sides, the delicate flesh reddish orange in colour.

stakes—posts on which fishing nets are hung.

crawling—moving slowly.

Exercise

1. What was Mary asked to do ?
 2. What did she do and what happened to her ?
 3. How was she drowned ?
 4. How was her body found out ?
-

LESSON 7

A TALK ABOUT STEAM

New Words

power	steam	proceed	pace
boiling	remarked	expand	expansion
walnut	space	shell	growth
kernel	nut	crushed	spout
lid	pressure	boiler	explosion
accidents	bursts	description	machine
general	piston	paddle	variety
subject	mentioned	inventor	propel
ignorance	wisdom	tormented	grand
locomotive	puffed	system	net-work
complete	practice	patience	perfection

[It is a talk between a gentleman named Gray and two little boys named Philibert and Sidney. The talk is about some useful lessons on the power of steam.]

"A very wonderful discovery is that of the power of steam," said Mr. Gray, "a power by which vessels can now go against wind and tide, and heavy trains proceed at a pace such as our forefathers never dreamed of."

"Do you mean such steam as comes from a kettle of boiling water?" asked Philibert.

"The very same," replied Mr. Gray.

"I don't see what that can do, except burn one's fingers," said the boy. "I don't understand a bit what you mean by the power of steam. Is not steam only hot water?"

"Water, when heated to a certain point, becomes steam," remarked Mr. Gray, "and in doing so it expands, that is, it takes up a great deal more room than it does in the form of water and a very great force lies in this power of expansion."

Philibert bit his lip, for he did not understand Mr. Gray in the least, but he was ashamed to say so. Mr. Gray, however, saw that his words were not understood, and kindly tried to explain his meaning to the boy.

"You see this," he said taking a walnut into his hand, "you doubtless know that it came from a tree."

"Yes ; from our big walnut-tree," replied Philibert.

"And that big tree sprang from one walnut ; you may say that it was packed, leaves, branches, trunk and all, in the narrow space of one shell."

"I know that it was," said the boy.

"Year after year it expanded by growth ; here" was great power of slow expansion. The full-grown tree takes a great deal more room than the little kernel of a nut. I place this walnut in a wine-glass ; if it could suddenly expand to the size of a tree, what would become of the glass ?"

"It would be crushed into bits !" cried the boy.

"So would something bigger and stronger than a wine-glass," thought Sidney.

"Now let us turn our thoughts to the steam. When you boil water in a kettle, you turn it into steam—it expands—it requires a great deal more room. Some of it escapes by the spout, but that does not let it out quickly enough ; you must know that, if left on the fire, it boils over—the steam forces the lid off the kettle."

"But one might have a kettle with no spout," said Philibert, "and a lid fastened down so tightly that nothing could force it away. What would happen then ? Would not steam be kept in its prison ?"

"Nay," said Mr. Gray, "the steam strong in its power of expansion, would break the kettle to pieces ; iron itself would give way under the pressure."

"I never could have fancied that steam, a thing that one can blow aside, or put one's finger through, as if it were nothing but air, could have the least power over strong, firm iron," said Philibert Philimore.

"Have you never heard of boiler explosions ?" asked Mr. Gray.

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"Why," said Sidney, "there was one the other day on board a steamer, which cost the lives of five or six poor fellows."

"These accidents," continued Mr. Gray, "are caused by hot water in the boiler expanding into steam, for which no sufficient means of escape are provided. The huge boiler bursts under the pressure, and the confined steam thus forces its way to freedom."

"But," added Mr. Gray, turning kindly towards Sidney, "perhaps my little friend there looks as if he had some question to ask."

"I should like to know, sir," said Sidney, "how this power of steam can set vessels or railway-carriages going."

"You would not understand the description of a machine, my boy; you can have but a general idea that the expanding steam forces up a piston, and that piston is so connected with a paddle or a wheel as to get it and keep it in motion. There is an immense variety of steam-engines; they do their work much faster than it could be done by hands."

"Pray, who first found out that steam had such wonderful power?" asked Sidney.

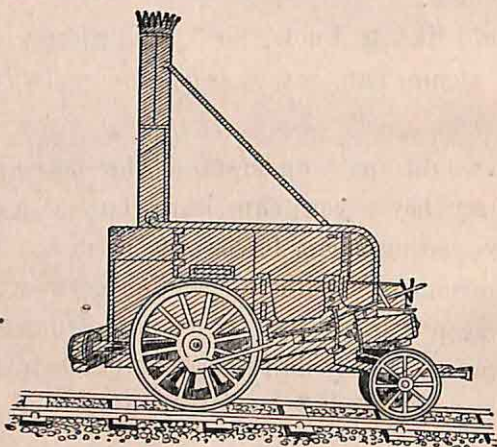
"The idea of the possibility of its being used in machinery is at least as old as the time of Charles II," replied Mr. Gray, "for a Marquis of Worcester in the year 1663 published a book on the subject, in which he mentioned a kind of steam-engine of his own making. In France

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an inventor, whose name was Solomon de Caus, was struck by the idea that steam might be used to propel carriages. This unfortunate man, instead of being praised and rewarded for his discovery, was thrown into a French prison, where he remained till his death, looked upon as a mad man by those who took their own ignorance for wisdom !”

“What a dreadful thing,” thought Sidney, “it must have been to have lived in times when people were punished and tormented only because they were a great deal more clever than those around them !”



Steam Engine

“I thought,” said Sidney modestly, “that mamma had told me that the name of the man who set steam-trains going was George Stephenson.”

“George Stephenson may be called the grand inventor of the railway system,” replied Mr. Gray. “Steam-engines

had been known before his time ; tramways, or iron lines on the road, had been used for common carts ; but Stephenson set the steam locomotive, as it is called, on the lines. From 1814 when his engine '*Blucher*' first puffed along the tramway, we may date the beginning of the wonderful system which has covered our island with an iron net-work of railways, and which enables us to rush from one end to the other at a pace which our fathers never even dreamed of."

"How astonished every one must have been," cried Philibert, "the first time that they saw that '*Blucher*' go rushing along the railway !"

"There was not much of rushing at the beginning : '*Blucher*' at first did not move faster than a lady could walk. Great inventions are seldom complete all at once ; they require much thought, much patience, and much practice before they are brought to perfection."

—From "*A Nutshell of Knowledge.*"

Meanings

expands—becomes larger in bulk or size.

kernel—the substance in the shell of a nut.

spout—the projecting mouth of a vessel from which steam issues.

explosions—sudden or violent bursts with loud report.

piston—a circular plate of metal, or other material, used in steam engines.

propel—drive forward by force.

locomotive—something which moves from one place to another ; a railway engine.

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*Grammar and Composition***Mood—Indicative**

Where a verb *makes a simple statement of fact* (or puts a simple question in interrogation) it is said to be in the **Indicative Mood**.

Exercise

1. Pick out the verbs in the following and explain why they are in the Indicative Mood :—
“Have you never heard of boiler explosions ?” asked Mr. Gray.
“Why,” said Sidney, “there was one the other day, on board a steamer which cost the lives of five or six poor fellows.”
 2. Use the following in sentences of your own :—
power, a bit, a great deal more room, escape, in motion, inventor.
 3. Change the voice of the following :—
These accidents are caused by hot water.
 4. How does water become steam ?
 5. How is it that steam can burst a boiler ?
 6. Who first discovered the power of steam ?
 7. Who invented the steam-engine ?
-

LESSON 8

THE CHILD'S FIRST GRIEF

New Words

glancing	track	chase	flight
drooping	load	brook	glade

1. Oh, call my brother back to me !
I cannot play alone ;
The summer comes with flower and bee—
Where is my brother gone ?
2. The butterfly is glancing bright
Across the sunbeam's track ;
I care not now to chase its flight—
Oh ! call my brother back !
3. The flowers run wild—the flowers we sowed
Around our garden tree ;
Our vine's drooping with its load—
Oh ! call him back to me !
4. "He would not hear thy voice, fair child !
He may not come to thee ;
The face that once like spring-time smiled
On earth no more thou'lt see.
5. A rose's brief bright life of joy,
Such unto him was given
Go—thou must play alone, my boy !
Thy brother is in heaven."

6. And has he left the birds and flowers,
 And must I call in vain ?
 And through the long, long summer hours
 Will he not come again ?
7. And by the brook and in the glade
 Are all our wanderings o'er ?
 Oh ! while my brother with me played
 Would I had loved him more !

—E. Hemans.

Meanings

<i>glancing</i> —flying suddenly.	or	darting	<i>drooping</i> —bending low.
<i>track</i> —path.			<i>thoul't</i> —thou wilt = you will.
<i>chase</i> —follow, pursue.			<i>glade</i> —open space in a wood.

Exercise

1. Write out in full the following :—
 thoul't, o'er.
 2. What is the cause of the child's grief ?
 3. Where and in what do the children find pleasures ?
 4. Why do not the butterfly and the pleasant summer give
 delight to the child ?
-

LESSON 9

ALNASCHAR'S DAY-DREAM

New Words

lazy	business (bizn'ess)	drachma (drak'ma)
earthenware	expectation	customers
posture	amusing	train
wholesale	retail	amount
jeweller	pearls	wit
purse	breed	confine
represent	caress	sofa
fling	paces	vision

Idioms

to lay aside

of course

Alnaschar was a very lazy fellow who would never set his hand to any business during his father's life. When his father died, he left him preperty to the value of a hundred drachmas in Persian money.

In order to make the best of it, Alnaschar laid it out in glass-bottles and finest earthenware. These he piled up in a large open basket. Having made choice of a very little shop, he placed the basket at his feet, and leaned his back upon the wall in expectation of customers. As he sat in this posture with his eyes upon the basket, he fell into a most amusing train of thought. He was

overheard by one of his neighbours, as he talked to himself in the following manner :—

“This basket,” said he, “cost me at the wholesale-merchant’s a hundred drachmas, which is all I have in the world. I shall quickly make two hundred of it by selling it in retail. These two hundred drachmas will, in a very little while, rise to four hundred, which of course will amount in time to four thousand. Four thousand drachmas cannot fail of making eight thousand. As soon as, by this means, I am master of ten thousand, I will lay aside my trade of a glass-man, and turn jeweller. I shall then deal in diamonds, pearls, and all sorts of rich stones.

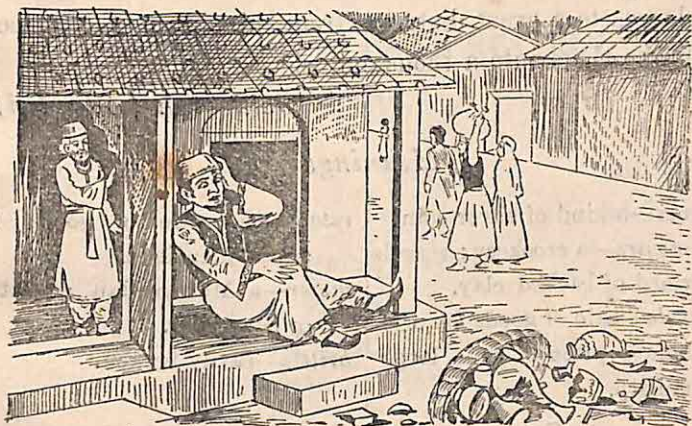
When I have got together as much wealth as I well can desire, I will buy the finest house I can find, with lands, slaves, and horses. I shall then begin to enjoy myself, and make a noise in the world. I will not, however, stop there but still carry on my trade, until I get together a hundred thousand drachmas.

When I have thus made myself master of a hundred thousand drachmas, I shall of course set myself on the footing of a prince and will demand the grand vizier’s daughter in marriage. I will tell him all I have heard about his daughter’s beauty, wit, and other good qualities of head and heart. I will let him know, at the same time, that I intend to make him a present of a thousand pieces of gold on her marriage-night.

As soon as I have married the grand vizier’s daughter,

I will buy her ten black slaves. I must then pay a visit to my father-in-law with a large number of servants and attendants. And when I am placed at his right hand, I will give him the thousand pieces of gold which I promised him. And afterwards, to his great surprise, I will present him another purse of the same value with some short speech as, 'Sir, you see I am a man of my word, I always give more than I promise.'

When I have brought the princess to my house I shall take good care to breed in her a due respect for



'He kicked his glasses to a great distance from him into the street and broke them into a thousand pieces.'

me before I give the reins to love. To this end, I shall confine her to her own chamber, make her a short visit, and talk but little to her. Her women will represent to me that she is in tears and beg me to caress her, and let her sit down by me but I shall still remain unmoved and will turn my back upon her at first sight.

Her mother will then come and bring her daughter to me as I am seated upon my sofa. The daughter, with tears in her eyes, will fling herself at my feet, and beg me to receive her into my favour. But I will surely try to increase her regard for me and kick at her in such a manner that she shall fall down several paces from the sofa."

Alnaschar was lost in this wild vision and could not but act with his foot what he had in his thoughts. So, unluckily striking his basket of brittle ware, he kicked his glasses to a great distance from him into the street and broke them into a thousand pieces.

—*Goldsmith (Adapted).*

Meanings

<i>drachma</i> —a kind of silver coin.	<i>retail</i> —the sale of goods in small quantities.
<i>earthenware</i> —a crockery : vessels formed of baked clay.	<i>vizier</i> —a Mahomedan minister or councillor.
<i>wholesale</i> —sale of goods by the whole piece or large quantity.	<i>brittle</i> —easily broken.

Grammar and Composition

Mood—Imperative

Where a verb makes a statement in the form of a command, prayer or entreaty, it is in the **Imperative Mood**.

Exercise

1. Pick out the *verbs* in the following and say why they are in the Imperative Mood :—
"Go, mark him well !"

2. Form adverbs from the following and use them in sentences of your own :—
entire, idle, natural, useful, common.
 3. Describe briefly, in your own words, the train of thoughts that passed through Alnaschar's mind.
 4. How did Alnaschar break his wares into pieces ?
 5. What is the moral of the story ?
-

LESSON 10

THE TRAVELLER'S RETURN

New Words

soars	gales	noontide	soothing
melody	decay	music	welcome

1. Sweet to the morning traveller
The song amid the sky,
Where, twinkling in the dewy light,
The skylark soars on high.
2. And cheering to the traveller
The gales that round him play,
When faint and heavily he drags
Along his noontide way.
3. And when beneath the unclouded sun
Full wearily toils he,
The flowing water makes to him
A soothing melody.

4. And when the evening light decays,
And all is calm around,
There is sweet music to his ear,
In the distant sheep-bell's sound.
5. But O ! of all delightful sounds,
Of evening or of morn,
The sweetest is the voice of love,
That welcomes his return.

Meanings

traveller—a way-farer.

dewy light—light of the day
mixed with dew, i.e. very
early in the morning.

skylark—a species of lark that
mounts high towards the sky
and sings.

soars—flies high.

unclouded—not covered by
clouds, i.e. clear.

soothing—pleasing.

melody—song.

welcomes—receives with affection.

Exercise

1. Give in your own words a picture of the traveller on his journey in the morning, noon and evening.
 2. What pleases a traveller most when he returns home after a journey in foreign lands ?
-

LESSON 11

ACHARYA JAGADISHCHANDRA BASU



New Words

outstanding	contribution	original (orij'inal)
recognition	honour (on'or)	glory
medicine	repeated	strain
monopoly	grade	glaring
honorary (on'orari)	inspiring	usual (u'zhual)
arrear	laboratory	spare
eminent	startling	tradition
	generation	

Idioms

a good deal of

far and wide

Acharya Jagadishchandra Basu was the first Indian scientist to make outstanding contributions to modern science. His brilliant and original discoveries have received world-wide recognition and brought honour and glory to India.

Jagadishchandra was born on the 30th November, 1858, at Faridpur where his father was a Deputy Magistrate. His family originally belonged to Barikhal in Bikrampur in the district of Dacca.

Jagadishchandra had his early education at a *Pathshala* at Faridpur. In 1869, he was taken to Calcutta and

admitted into Hare School. But shortly after he left Hare School for St. Xavier's Collegiate School. From here he passed the Entrance Examination in the first division. He then joined St. Xavier's College. There he had the good fortune of studying under Father Lefont, the then Principal of the College and Professor of Physics. Reverend Father Lefont did much to awaken in young Jagadishchandra a keen interest in scientific studies. He took his B.A. degree in 1880 from this college and thought at first of appearing at the Civil Service Examination. His father, however, sent him to England to study medicine. But it was soon found that Jagadishchandra's health was so much weakened by repeated attacks of malaria that the strain of medical studies would prove too much for him. So he had to give up studying medicine. He soon got himself admitted into Christ College, Cambridge, where he studied Physics, Chemistry and Botany for three years. He obtained the 'Tripos' in science. Shortly after he got the B.Sc. degree of London.

In 1884, Jagadishchandra was appointed Professor of Physics in the Presidency College, Calcutta. In those days the Indian Educational Service was practically a monopoly of the Europeans. When an Indian was appointed to a post in the I. E. S. he was paid much less than a European in the same grade. Jagadishchandra was also offered only half the usual pay for the post, showing the reason to be that his appointment was a temporary one. But Jagadishchandra had too much self-respect to

accept such a position. As a protest against such a glaring injustice he refused to draw any salary at all. He continued to work as an Honorary Professor for three years though this caused a good deal of hardship to himself and his family.

Within a very short time, however, Jagadishchandra established himself as a successful and inspiring teacher. The authorities were forced to recognise his merit. He was confirmed in his post on the usual salary and all his arrear dues for three years calculated on this basis were paid to him.

Though his work at the college was rather heavy Jagadishchandra found time to do research work in the laboratory which, in those days, was not properly equipped. Still he conducted researches into electricity and wireless telegraphy in his spare time. He was the first scientist to discover that messages could be sent from one place to another without electrical wire. But the Italian scientist Marconi, who had been making experiments in the same field, got the credit of the discovery by his demonstrations in European countries.

Jagadishchandra's work, however, attracted the attention of the English scientists. He was invited to England to deliver lectures on his work. He accordingly went to England in 1896 and spoke on his researches and discoveries before a distinguished gathering of eminent scientists at the Royal Institute of London. He at once became famous as a great scientist.

After this he returned to India and engaged himself in a new field of research. He undertook a special study of plant life and made many startling discoveries. He proved that plants and trees have consciousness and that they are capable of feeling pleasure and pain, love and sympathy, just like human beings. He even showed that apparently inanimate objects like metals too have life and sense. He thus demonstrated the unity of all things in the universe.

In 1900 Jagadishchandra went to Paris to join the Science Congress there. At this gathering of distinguished scientists he gave demonstrations of his discoveries in plant life. As a result of this his fame spread far and wide.

He returned to India in 1902. Shortly after the Government conferred on him the title of C.I.E. The University of Calcutta showed its appreciation of his work by conferring upon him the honorary degree of D.Sc. This year he retired from the Presidency College but was appointed Emeritus Professor.

In 1917 Jagadishchandra was able to realise the long-cherished dream of his life by founding the Rose Institute for the cultivation of science. He wished it to be a temple of scientific learning. It has since played and will continue to play a very large part in the advancement of science in our country.

After this Jagadishchandra paid three more visits to Europe in order to tell the people about his wonderful

discoveries. Everywhere he was received with the highest marks of honour and admiration.

Besides being a very great scientist Jagadishchandra was also a very great man. He was a true and sincere patriot with a great reverence for India's past culture and tradition. He was an intimate friend of Rabindranath. His writings in Bengali show a fine taste in literature and in things of the spirit. He was a man of great strength of character and he had a very warm and generous heart.

Jagadishchandra died suddenly of heart failure at Giridhi on the 23rd November, 1937. India lost one of her greatest sons in the modern age. But may his spirit continue to inspire the younger generation of today to follow in his footsteps.

Meanings

<i>monopoly</i> —exclusive command or possession.	<i>arrear</i> —that which remains unpaid.
<i>I.E.S.</i> —Indian Educational Service.	<i>spare</i> —extra.
<i>glaring</i> —very easily seen, barefaced ; notorious.	<i>startling</i> —striking with astonishment or alarm.
<i>honorary</i> —holding office without receiving a reward.	<i>tradition</i> —the handing down of opinions or practices to posterity.
<i>inspiring</i> —influencing with thoughts and feelings.	<i>generation</i> —race.

*Grammar and Composition***Mood—Subjunctive**

Where the verb, making a statement, *refers to a matter of desire, hope, condition, uncertainty or supposition* (where it belongs to the region of possibility rather than of actual fact), it is said to be in the **Subjunctive Mood**.

Exercise

1. Explain how the verb "continue" in the following is in the Subjunctive Mood :—
May his spirit continue to inspire the younger generation of today to follow in his footsteps.
 2. Use the following in sentences of your own :—
recognition, collegiate, prove too much for, accept, far-and wide.
 3. Describe in short the life and career of Jagadishchandra.
 4. Why did he work as an Honorary Professor in the Presidency College for three years though this caused a good deal of hardship to himself and his family ?
 5. What discovery of his made him famous ?
-

LESSON 12

SYMPATHY

New Words

distressed

charity

heavenly

1. I lay in sorrow, deep distressed,
My grief a proud man heard ;
His looks were cold, he gave me gold,
But not a kindly word.
2. My sorrow passed—I paid him back,
The gold he gave to me,
Then stood erect and spoke my thanks,
And blessed his charity.
3. I lay in want, and grief, and pain ;
A poor man passed my way ;
He bound my head, he gave me bread,
He watched me night and day.
4. How shall I pay him back again
For all he did to me ?
Oh, gold is great, but greater far
Is heavenly sympathy.

Meanings

sympathy—fellow-feeling ; the
sharing of another's emotions,
troubles, etc.

blessed—praised.

charity—kindness in giving
help.

heavenly—celestial ; pure.

Exercise

1. Use in sentences of your own :—
grief, cold, blessed, watch, heavenly.
 2. How did the proud man give gold to the man in distress ?
 3. How was he repaid ?
 4. How did the poor man show his sympathy to the man in grief and want ?
-

LESSON 13

BOOKS

New Words

usually (u'zhuli)	companionship	patient (pā'shent)
cheerful	adversity	distress
amusing	instructing	comforting
consoling	intercourse	communication
precious (presh'us)	heirs (airs)	spiritual
levellers	society	influenced
introduce	participators	sympathise
	embalmed	

A man may usually be known by the books he reads, as well as by the company he keeps ; for there is companionship of books as well as of men ; and one should always live in the best of the company, whether it be of books or of men.

A good book may be amongst the best of friends. It is the same today that it always was, and it will never change. It is the most patient and cheerful of companions. It does not turn its back upon us in time of adversity or distress. It always receives us with the same kindness, amusing and instructing us in youth and comforting and consoling us in age.

It is chiefly through books that we enjoy intercourse with superior minds ; and these invaluable means of communication are within the reach of all. In the best books great men talk to us, give us their most precious thoughts, and pour their souls into ours. God be thanked for books. They are the voices of the distant and the dead, and make us heirs of the spiritual life of past ages. Books are the true levellers. They give to all who will faithfully use them, the society, the spiritual presence of the best and greatest of our race. We should be careful of the books we read as of the company we keep : for our habits and character will be as much influenced by the former as by the latter.

Books introduce us into the best society ; they bring us into the presence of the greatest minds that have ever lived. We hear what they said and did ; we see them as if they were really alive ; we are participators in their thoughts ; we sympathise with them, enjoy with them, grieve with them ; their experience becomes ours, and we feel as if we were in a measure actors with them in the scenes which they describe. The great and good

do not die ; even in this world, embalmed in books their spirits walk abroad. The book is a living voice ; it is an intellect to which one still listens.

—Smiles.

Meanings

levellers—that	which	makes		embalmed—perfumed, i.e. pre-
equal.				served with care and
				affection.

Grammar and Composition

Mood—Infinitive

The verb in the **Infinitive Mood** names the action, without naming the doer. The word "to" is usually the sign of the Infinitive Mood.

Exercise

1. Frame several sentences illustrating the uses of the verbs in the Infinitive Mood.
 2. Use in short sentences of your own :—
change, to fall back upon, introduce, grieve, influence.
 3. How may a good book be amongst the best of friends ?
 4. How do good books exercise their influence on our mind ?
-

LESSON 14
THE SCHOLAR

New Words

behold	casual	never-failing	converse
delight	weal	relief	woe
bedewed	gratitude	condemn	partake
seek	instruction	anon	futurity



1. My days among the dead are past ;
 Around me I behold,
Where'er these casual eyes are cast,
 The mighty minds of old ;
My never-failing friends are they,
 With whom I converse day by day.

2. With them I take delight in weal,
And seek relief in woe ;
And while I understand and feel,
How much to them I owe,
My cheeks have often been bedew'd
With tears of thoughtful gratitude.
3. My thoughts are with the dead ; with them
I live in long-past years,
Their virtues love, their faults condemn,
Partake their hopes and fears,
And from their lessons seek and find
Instruction with an humble mind.
4. My hopes are with the dead ; anon
My place with them will be,
And I with them shall travel on
Through all Futurity ;
Yet leaving here a name, I trust,
That will not perish in the dust.

—Southey.

Meanings

<i>among the dead</i> —among the works of the dead authors in the library.	<i>weal</i> —happiness.
<i>never-failing</i> —constant.	<i>bedew'd</i> —moistened, as if with dew.

Exercise

1. How does the scholar pass his days ?
2. What are his hopes ?

LESSON 15

GULLIVER IN LILLIPUT

New Words

voyage	prosperous	hazy	spy
cable	shift	computation	flurry
reckoned	stir	slender	ligature
quiver	conjecture	uneasiness	peg
excessive	shrill	accent	groaned
strove	discharge	volley	prudent
erected	capable	ladders	oration
gesture	orator	submissive	morsel
signify	intelligence	musket	bullets
draught (draft)		imagination	hospitality
retinue	conveyed	disapprobation	relax
daub	ointment	smart	nourishing

We set sail from Bristol in the year 1699, and our voyage at first was very prosperous. In our passage to the East Indies, we were driven from our course by a violent storm. One hazy day, we spied a rock within half a cable's length of the ship. The wind was so strong that we were driven directly upon it, and the ship immediately split into two. Six of the crew, of whom I was one, having let down the boat into the sea, made a shift to get clear of the ship and the rock.

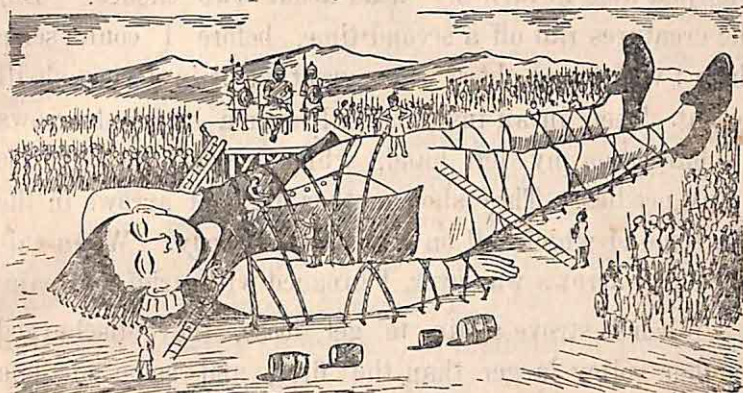
We rowed, by my computation, about three leagues, till we were able to work no longer. We, therefore, trusted ourselves to the mercy of the waves, and in about half an hour, the boat was upset by a sudden flurry from the north. What became of my companions in the boat, I cannot tell ; but I conclude they were all lost.

For my own part, I swam as fortune directed me, and I was pushed forward by the wind and tide. I often let my legs drop, but could feel no bottom. At last, when I was able to struggle no longer, I found myself within my depth, and I knew that I was near land ; and by this time the storm was almost over. I had to walk a mile through the sea before I got to the shore. I guessed it was about eight o'clock in the evening. I then advanced forward near half a mile, but could not discover any sign of houses or inhabitants. I was extremely tired, and as I lay down on the grass which was very short and soft, I slept sounder than ever I remembered to have done in my life.

I slept, as I reckoned, about nine hours ; for when I awoke, it was just daylight. I attempted to rise, but was not able to stir ; for, as I happened to lie on my back, I ^{and} found my arms and legs were strongly fastened on each side to the ground, and my hair which was long and thick, tied down in the same manner. I likewise felt several slender ligatures across my body, from my armpits to my thighs. I could only look upwards ; the sun began to grow hot, and the light hurt my eyes. I heard

a confused noise about me, but in the position in which I lay, I could see nothing except the sky.

In a little time, I felt something alive moving on my left leg. It advanced gently forward over my breast, and came almost up to my chin.



Gulliver found that his arms and legs were strongly fastened to the ground

Bending my eyes downward as much as I could, I perceived it to be a human creature not six inches high, with a bow and arrow in his hands, and a quiver at his back. In the meantime, I felt at least forty more of the same kind, as I conjectured, following the first. I was in the utmost astonishment, and I roared so loud that they all ran back in great fear. Some of them, as I was afterwards told, were hurt by the falls they got by leaping from my sides upon the ground. However, they soon returned and once more stood on my chest to have a look at me.

I lay all this while in great uneasiness. At length, struggling to get loose, I had the fortune to break the

strings and wrench out the pegs that fastened my left arm to the ground. At the same time, with a violent pull which gave me excessive pain, I loosened a little the strings that tied down my hair on the left side, so that I was just able to turn my head about two inches. But the creatures ran off a second time, before I could seize them ; whereupon there was a great shout in a very shrill accent. Then, in an instant, I felt over a hundred arrows discharged on my left hand, which pricked me like so many needles. They shot another flight of arrows in the air, some of which fell on my face and body. When this shower of arrows was over, I groaned with grief and pain.

When I strove again to get loose, they discharged another volley larger than the first, and some of them attempted with spears to stick me in the sides ; but, by good luck, I had on me a buff jerkin which they could not pierce. I then thought it the most prudent method to lie still and to wait till night, when, my left hand being already loose, I could easily free myself.

When the people observed I was quiet, they discharged no more arrows. But about four yards from me, over against my right ear, I heard a knocking for about an hour, like that of people at work. Turning my head a little that way, I saw a stage erected, about a foot and a half from the ground, capable of holding four of them, with two or three ladders to mount it. One of the people, who seemed to be a person of quality, stood on the stage and made me a long speech, whereof I understood not one syllable.

But I should have mentioned that, before the principal person began his oration, he spoke three times something to the people on the ground, whereupon, immediately, about fifty of them came and cut the strings that fastened the left side of my head. This gave me the liberty of turning it to the right, and of observing the person and gesture of him that was to speak.

He appeared to be of a middle age, and taller than any of the other three who attended him, whereof one was a page that held up his train and seemed to be somewhat longer than my middle finger; the other two stood one on each side to support him. He acted every part of an orator; and, when he finished, I replied in a few words, but in the most submissive manner.

Having not eaten a morsel for some hours before I left the ship, I found the demands of nature so strong upon me that I could not forbear showing my impatience by putting my finger frequently to my mouth, to signify that I wanted food. The great lord understood me very well. He descended from the stage and commanded that several ladders should be applied to my sides. About a hundred people mounted the ladders and walked towards my mouth, bearing baskets full of meat and bread, which had been provided and sent thither by the king of the land, upon the first intelligence he received of me.

I took three loaves at a time, about the bigness of musket bullets. All the joints of meat being small, I ate them by two or three at a mouthful. They supplied me

as fast as they could, showing a thousand marks of wonder and astonishment at my bulk and appetite. I then made another sign that I wanted drink. They found by my eating, that a small quantity would not suffice me, so they brought me two butts of wine, each of which did not hold more than half a pint, and I drank it off at a draught.

When I had performed these wonders, they shouted for joy and danced upon my breast. I confess I was often tempted, while they were passing backwards and forwards on my body, to seize forty or fifty of the first that came within my reach, and dash them against the ground. But the remembrance of what I had felt, which probably might not be the worst they could do, and the promise of honour I made them soon drove out these imaginations. Besides, I now considered myself as bound by the laws of hospitality to a people who had treated me with so much expense and magnificence.

After some time, there appeared before me a person of high rank from His Imperial Majesty. His Excellency, having mounted on the small of my right leg, advanced forwards up to my face, with about a dozen of his retinue. He spoke about ten minutes, often pointing forwards, which, as I afterwards found, was towards the capital city, about half a mile distant, whither it was agreed by His Majesty in Council that I must be conveyed.

I made a sign with my hand that was loose, putting it to the other (but over His Excellency's head, for fear

of hurting him or his train), and then to my own head and body, to signify that I desired my liberty. It appeared that he understood me well enough, for he shook his head by way of disapprobation, and held his hand in a posture to show that I must be carried as a prisoner. I then let him know that he might do with me as he pleased. Upon this he and his train withdrew.

Soon after, I heard a general shout, and I felt great numbers of people on my left side relaxing the cords to such a degree that I was able to turn upon my right side. But before this they had daubed my face and both my hands with a sort of ointment, very pleasant to the smell, which in few minutes removed all the smart of their arrows. These circumstances, added to the refreshment I had received by their food and drink, which were very nourishing, disposed me to sleep, and I slept about eight hours, as I was afterwards assured.

Adapted from "Gulliver's Travels" by Jonathan Swift.

[The above extract is taken from Jonathan Swift's famous story-book "Gulliver's Travels." Gulliver an Englishman, made several voyages to Africa and the West Indies. This extract describes his voyage in the *Antelope* which was to sail to the South Seas.]

Meanings

<i>prosperous</i> —favourable, successful.	<i>buff jerkin</i> —a short coat of leather.
<i>cable's length</i> —100 fathoms (1 fathom = 6 feet).	<i>a person of quality</i> —a man of position.
<i>boat</i> —the life-boat.	<i>page</i> —servant.

flurry—a gust of wind.

ligature—anything that binds.

quiver—a case for arrows.

volley—a discharge of a number of arrows.

intelligence—information.

draught—the quantity drunk at a time.

disapprobation—dislike.

smart—pain.

Grammar and Composition

Defective Verbs

There are certain verbs which do not have all the tense forms, e.g. *can*. This has the past tense form in *could*, but no future tense form. Again *must* has one tense, the present, but neither past nor future. Similarly, *shall* and *will* have only the future tense in many of its forms but they have neither the present nor the past. These verbs which do not have all the tense forms are called **Defective Verbs**.

Exercise

1. Name some Defective Verbs and use them in sentences of your own.
2. Use the following in sentences of your own:—make a shift, get clear of, computation, sound, at the mercy of.
3. Describe, in your own words, how Gulliver was shipwrecked and how he reached land.
4. Why did Gulliver give up the idea of seizing and knocking down the small people?
5. Narrate briefly, in the third person, Gulliver's adventure from the time he awoke to when he fell asleep again.

LESSON 16

ALEXANDER SELKIRK

New Words

monarch	survey	dispute	brute
solitude	charms	sages	alarms
horrible	unacquainted	tameness	shocking
divinely	assuage	sallies	sabbath
cordial	fleet	glance	recollection
despair	lair	repair	affliction
	grace	reconcile	lot

1. I am monarch of all I survey,
My right there is none to dispute,
From the centre all round to the sea,
I am lord of the fowl and the brute.
2. O Solitude ! where are the charms,
That sages have seen in thy face ?
Better dwell in the midst of alarms,
Than reign in this horrible place.
3. I am out of humanity's reach,
I must finish my journey alone,
Never hear the sweet music of speech ;
I start at the sound of my own.

4. The beasts that roam over the plain,
My form with indifference see ;
They are so unacquainted with man,
Their tameness is shocking to me.
5. Society, Friendship, and Love,
Divinely bestowed upon man,
Oh, had I the wings of a dove,
How soon would I taste you again !
6. My sorrows I then might assuage,
In the ways of religion and truth,
Might learn from the wisdom of age,
And be cheered by the sallies of youth.
7. Religion ! what treasure untold
Resides in that heavenly word !
More precious than silver and gold,
Or all that this earth can afford.
8. But the sound of the church-going bell
These valleys and rocks never heard,
Never sighed at the sound of a knell,
Or smiled when a Sabbath appeared.
9. Ye winds, that have made me your sport,
Convey to this desolate shore
Some cordial endearing report
Of a land I shall visit no more !

10. My friends, do they now and then send
A wish or a thought after me ?
Oh, tell me I yet have a friend,
Though a friend I am never to see.
11. How fleet is a glance of the mind !
Compared with the speed of its flight,
[The tempest itself lags behind,
And the swift-winged arrows of light.
12. When I think of my own native land,
In a moment I seem to be there ;
But alas ! recollection at hand,
Soon hurries me back to despair.
13. But, the sea-fowl is gone to her nest,
The beast is laid down in his lair ;
Even here is a season of rest,
And I to my cabin repair.
14. There's mercy in every place,
And mercy—encouraging thought !
Gives even affliction a grace,
And reconciles man to his lot.

—William Cowper.

[*Alexander Selkirk* was a native of Scotland, where he was born in 1680. In 1704, he was left on the island of Juan Fernandez, off the coast of Chile in S. America by a Captain Standling to whom he had given some cause of offence. Here he lived for a little over four years (1704-9) when he was rescued by Captain Good-Rogers.]

Meanings

monarch—sole king or emperor.

survey—see.

dispute—call in question.

assuage—mitigate ; soften.

sallies of youth—frolics quite
usual to young men.

Sabbath—the day of rest and
worship which is Sunday
among the Christians.

cordial—hearty ; sincere.

reconciles man to his lot—makes
man contented with his
destiny.

Exercise

1. Why did not Alexander Selkirk like the place where he was left ?
 2. What are the advantages of living in a society ?
-

LESSON 17

THE BATTLE OF HALDIGHAT

New Words

interview	mound	embank
feast	apologies	alleging
urged	respectful	divine
error	remedied	preservation
abrupt	termination	dignified
irritated	valour	withstand
restricted	region	approaches
merit	defile	inaccessible
cliffs	pinnacles	glorious
maintenance	desperate	infuriated
excel	conductor	fidelity
immense	signal	brunt
insignia	intricate	unavailing

Raja Man Singh was returning from the conquest of Solapur to Hindusthan, when he sought an interview with Pratap Singh, the Rana of Mewar. He was then at Kamalmeer, and advanced to the Uday-sagar to receive him. On the mound which embanks this lake, a feast was prepared for the Raja. Amar Singh, the son of Pratap, was appointed to wait upon him ; but the Rana did not appear for whose absence apologies alleging headache were urged by his son.

The Raja, in a respectful tone, said, "Tell the Rana I can divine the cause of his headache ; but the error cannot be remedied, and if he refuses to put a plate before me, who will ?" The Rana expressed his regret, but added that he could not eat with a Rajput who had given his sister to a Turk, and who probably ate with him.

Raja Man Singh, however, left the feast untouched, observing as he withdrew : "It was for the preservation of your honour that we sacrificed our own, and gave our sisters and daughters to the Turk," and mounting his horse the Raja turned to the Rana, who appeared at this abrupt termination of his visit. "If I do not humble your pride, my name is not Man Singh." "I shall always be happy to meet you," replied Pratap, while some one, in less dignified terms, desired he would not forget to bring his 'Phoopa' Akbar.

Now every act was reported to the Emperor of Delhi, who was irritated at the insult thus offered to himself ; and it hastened the first of those bloody battles which made famous the name of Pratap.

Prince Selim, the heir of Delhi, led the war guided by the counsel of Raja Man Singh. Pratap trusted to his native hills and the valour of twenty-two thousand Rajputs to withstand the son of Akbar.

The range, to which Pratap was restricted, was the mountainous region around, chiefly to the west of Kamalmeer. The whole of the space was mountain and

forest, valley and stream. The approaches to the capital from every point to the north, west and south were so narrow as to merit the term of defile. On each side there were lofty rocks scarcely broad for two carriages abreast.

Such was the plain of Haldighat, at the base of a neck of mountain which shut up the valley and rendered it almost inaccessible. Above and below, the Rajputs were posted, and on the cliffs and pinnacles overlooking the field of battle, the faithful Bhils, with their natural weapons, the bows and arrows, and huge stones ready to roll upon the enemy.

At this pass Pratap was posted with the flower of Mewar, and glorious was the struggle for its maintenance. Clan after clan followed with desperate valour, and tried to excel the daring of their prince, who led the crimson banner into the hottest part of the field.

In vain Pratap strained every nerve to meet Raja Man; but though denied the luxury of revenge on his Rajput foe, he made a good passage to where Selim commanded. The guards fell before Pratap, and but for the steel plates which defended the *howda*, the lance of Pratap would have deprived Akbar of his heir. Pratap's steed, the gallant Chytuk, reared with one foot raised upon the elephant of the Mogul while his rider drove forward his lance against the foe. The conductor was slain, and the infuriated elephant, now without control, carried off Selim.

On this spot the carnage was immense; the Moguls

eager to defend Selim, the heroes of Mewar to second their prince who had already received seven wounds. Pratap was marked by the 'royal umbrella,' which he would not lay aside, and which collected the might of the enemy against him. He was thrice rescued from amidst the foe, and was at length nearly overwhelmed when the Jhala chief gave a signal instance of fidelity. He seized upon the insignia of Mewar, and rearing the 'gold sun' over his own head made good his way to an intricate position, drawing after him the brunt of the battle, while Pratap was forced from the field. But this desperate valour was unavailing against such odds. Of twenty-two thousand Rajputs assembled on that day for the defence of Haldighat only eight thousand left the field alive.

—Colonel Tod.

Meanings

Raja Man Singh—King of Ambar in Rajputana and a great general in the Mogul army under Akbar.

divine—guess.

withdrew—went away.

abrupt—unexpected ; sudden.

termination—end.

humble—lower ; bring down to the ground.

phooopa—aunt's husband.

abreast—side by side.

the flower—the best soldiers.

strained every nerve—tried his best.

howda—a seat fixed on an elephant's back.

carnage—slaughter.

single—remarkable.

instance—example.

insignia—sign or badge of honour.

*Grammar and Composition***Auxiliary Verbs**

Verbs which help to make the tense forms of other verbs are called **Auxiliary Verbs**: These are generally *be, have, do, shall, will*.

Exercise

1. Illustrate the following Auxiliary verbs by examples :—
have, do, shall.
2. Make sentences with the following :—instead of, on the point of, immense, brunt of the battle, defence.
3. Describe briefly the cause of the battle of Haldighat.
4. How was the life of Selim saved in his battle with Rana Pratap ?
5. How did the Jhala prince save Rana Pratap ?
6. How did the Rajputs of Mewar fare in the battle ?

LESSON 18

THE CHARGE OF THE LIGHT BRIGADE

New Words

light	brigade	league	charge
dismayed	blundered	cannon	volleyed
flashed	sabres	bare	sabring
gunners	reeled	shattered	sundered
glory			

1. Half a league, half a league,
Half a league onward
All in the valley of Death
Rode the six hundred.
"Forward, the Light Brigade !
"Charge for the guns !" he said ;
Into the valley of Death
Rode the six hundred.
2. "Forward the Light Brigade !"
Was there a man dismay'd ?
Not tho' the soldiers knew
Some one had blunder'd ;
Theirs not to make reply,
Theirs not to reason why,
Theirs but to do or die ;
Into the valley of Death
Rode the six hundred.

3. Cannon to right of them,
Cannon to left of them,
Cannon in front of them
Volley'd and thunder'd,
Storm'd at with shot and shell,
Boldly they rode and well,
Into the jaws of Death,
Into the mouth of Hell
Rode the six hundred.
4. Flash'd all their sabres bare,
Flash'd as they turn'd in air
Sabring the gunners there,
Charging an army, while
All the world wonder'd ;
Plunged in the battery-smoke.
Right thro' the line they broke ;
Cossack and Nussian
Reel'd from the sabre-stroke
Shatter'd and sunder'd
Then they rode back, but not,
Not the six hundred.
5. Cannon to right of them,
Cannon to left of them,
Cannon behind them
Volley'd and thunder'd ;
Storm'd at with shot and shell
While horse and hero fell,

They that had fought so well
 Came thro' the jaws of Death,
 Back from the mouth of Hell,
 All that was left of them,
 Left of six hundred.

6. When can their glory fade ? .
 O, the wild charge they made !
 All the world wonder'd,
 Honour the charge they made !
 Honour the Light Brigade,
 Noble six hundred !

—Lord Tennyson.

[The poem gives a vivid description of the heroic charge made by a band of British cavalry known as the Light Brigade upon the Russian guns at Balaclava, near the Black Sea, during the Crimean War (1854-56). The whole incident was due to a mistaken order of the English officer in command.]

Meanings

<i>brigade</i> —a division of an army.	<i>sabring</i> —killing with a sabre.
<i>league</i> —a measure of distance equal to about three miles.	<i>line</i> —i.e., the Russian line.
<i>some one</i> —the British officer- in-charge.	<i>Cossack</i> —one of a people in south-eastern Russia, forming splendid light cavalry.
<i>theirs not</i> —it was not for them.	<i>sundered</i> —separated ; divided.
<i>volleyed</i> —fired, i.e., discharged shots at the same time.	

Exercise

1. Narrate the incident underlying the poem in your own words.
2. Describe briefly the charge made by the Light Brigade.
3. Why should we honour the soldiers of the Light Brigade ?

LESSON 19
EARLY RISING



New Words

eminence	torment	abuse
confess	threats	indulgence
begone	persist	comply
volumes	infirmities	throne
earnestly	recommenced	reasons
extinguished	accustomed	consciousness
parley	frequently	cable

Few ever lived to a great age, and fewer still ever became distinguished, who were not in the habit of early rising. You rise late and, of course, get about your business at a late hour, and everything goes wrong all day. Dean Swift says, "That he never knew any man come to greatness and eminence, who lay in bed of a morning."

Buffon gives us the history of his writings in a few words : "In my youth, I was very fond of sleep : it robbed me of a great deal of my time ; but my poor Joseph (my servant) was of great service in enabling me to overcome it. I promised to give Joseph a crown

every time that he would make me get up at six. Next morning he did not fail to wake me and to torment me : but he only received abuse. The next day after, he did the same, with no better success ; and I was obliged to confess at noon that I had lost my time. I told him that he did not know how to manage his business : he ought to think of my promise, and not mind my threats. The day following he employed force ; I begged for indulgence—I bade him begone—I stormed—but Joseph persisted. I was, therefore, obliged to comply ; and he was rewarded every day for the abuse which he suffered at the moment when I awoke, by thanks, accompanied with a crown which he received about an hour after. Yes, I am indebted to poor Joseph for ten or a dozen of the volumes of my works.”

Frederick II of Prussia, even after age and infirmities had increased upon him, gave strict orders never to be allowed to sleep later than four in the morning. Peter the Great, whether at work in the docks at London as a ship-carpenter, or at the anvil as a blacksmith, or on the throne of Russia, always rose before daylight. “I am,” says he, “for making my life as long as I can, and therefore sleep as little as possible.”

In order to rise early, I would earnestly recommend an early hour for retiring. There are many other reasons for this. Neither your eyes nor your health are so likely to be destroyed. Nature seems to have so fitted things that we ought to rest in the early part of the

night. Remember that one hour of sleep before midnight is worth more than two hours after that time. Let it be a rule with you that your light shall be extinguished by ten o'clock in the evening. You may then rise at five, and have seven hours to rest, which is about what Nature requires.

But how shall you form the habit of getting up early? Suppose you go to bed tonight at ten; you have been accustomed to sit up later; for an hour you cannot sleep; and when the clock strikes five, you will be in a fine sleep. I reply that if you ever hope to do anything in this world, the habit must be formed, and the sooner it is done the better. If any money could purchase the habit, no price would be too great. After you are once awake, be sure to use the first consciousness in getting upon the floor. If you allow yourself to parley a single moment, sleep, like an armed man, will probably seize upon you and your resolution is gone, your hopes are dashed, and your habits destroyed.

Most confidently do I believe, that he who from his youth is in the habit of rising early will be much more likely to live to old age, more likely to be a distinguished and useful man, and more likely to pass a life that is peaceful and pleasant. I dwell upon this point, because a love for the bed is too frequently a besetting sin of students, and a sin which soon acquires the strength of a cable.

—Adapted from the "*Students' Manual*" by
Rev. John Todd.

Meanings

distinguished—noted ; illustrious.

Dean Swift (1667-1745)—author of "Gulliver's Travels."

Buffon (1707-88)—a great French naturalist.

stormed—was in a violent passion.

infirmities—bodily weaknesses.

Frederick II—better known as Frederick the Great, king of Prussia (1712-1786).

Peter the Great—Emperor of Russia (1672-1725). He learned many arts at various places. He learned ship-building in London and Amsterdam.

extinguished—put out.

parley—debate.

besetting—that which surrounds ; that which often-times tempts one.

Grammar and Composition

Participles

The **Participle** is a **verb-adjective**—it partakes of the nature both of a verb and an adjective.

It is an **adjective**, because it qualifies a noun and may be modified by an adverb just like an adjective.

It is a verb, because it is formed from a verb and has immediate reference to some kind of action.

Exercise

1. Explain and illustrate the use of Participle.
 2. What benefit does early rising confer on man ?
 3. How did Buffon get into the habit of rising early ?
 4. How did Peter the Great of Russia want to make his life as long as he could ?
 5. Why should you go to bed at an early hour ?
 6. How can you form the habit of rising early ?
-

LESSON 20

RISE ! FOR THE DAY IS PASSING

New Words

buckled

armour

rank

await

stern

sharpen

1. Rise ! for the day is passing,
And you lie dreaming on ;
The others have buckled their armour
And forth to the fight are gone.
2. A place in the ranks awaits you,
Each man has some part to play ;
The past and the future are nothing
In the face of the stern to-day.
3. Rise ! from your dreams of the future,
Of gaining some hard-fought field,
Of storming some airy fortress,
Or bidding some giant yield.
4. Your future has deeds of glory,
Of honour (God grant it may !)
But your arm will never be stronger,
Or the need so great as to-day.

5. Rise ! for the day is passing ;
 The sound that you scarcely hear
 Is the enemy marching to battle
 Arise, for the foe is here !
6. Stay not to sharpen your weapons,
 Or the hour will strike at last—
 When, from dreams of a coming battle,
 You may wake to find it past.
- Adelaide Anne Proctor.*

Meanings

<i>guckled their armour</i> —are ready for the fight.	<i>airy</i> —imaginary.
<i>siern</i> —severe ; grim.	<i>scarcely</i> —hardly.

Exercise

1. Why does the poet call upon you to rise ?
 2. What is the moral of the poem ?
-

LESSON 21

THE ROMANTIC BIOGRAPHY OF LORD NELSON

New Words

romantic	biography (bi-og'-raf-i)	hero
glorious	weakly	delicate
arctic (ark'tik)	stirring (stering)	adventure
polar	daring	appeal
consolation	anchored (ang'kord)	signal
exclaim (eks-klam)		hanged
furious		slender

Idioms

to put one on one's honour **in memory of**
to come under action

There is a saying that the child shows the man as the morning shows the day. It is true of almost every great man that we see or hear of. It is particularly so of Horatio Nelson, the great hero and seaman of England. It is said that when he was a youngster, attending school with his elder brother, there came a day when the snow lay very deep. Nelson and his brother started out, but soon returned, saying that the snow was too deep for them to go to school.

"If that is so, I have nothing to say," said their father. "But I should like you both to try again and I put you on your honour not to turn back unless it is really necessary."

The boys started out once more. The elder brother soon wanted to give up, but Nelson refused.

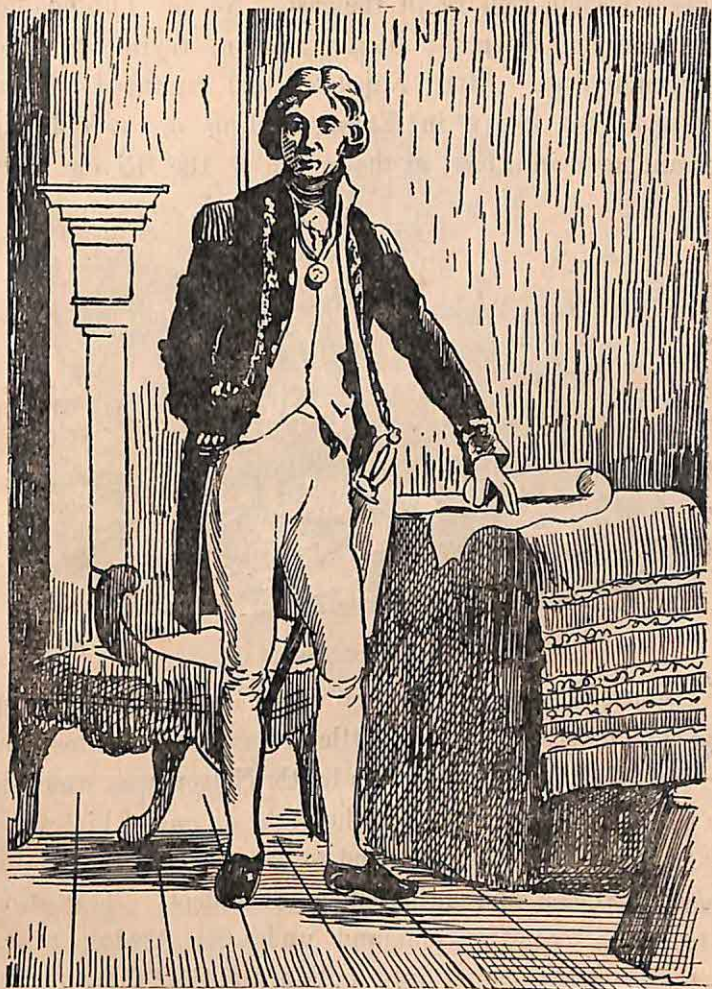
"We are on our honour, remember," he said, "we must go on."

It was in this spirit that Nelson lived his life and made his name glorious.

When he was twelve years old, Nelson went to sea. He was a weakly, delicate boy ; but his spirit was resolute and strong. He never let his weakness of body conquer his resolute will. His first voyage was a journey to the Arctic regions. There he had a stirring adventure with a polar bear whose skin he wanted to take home to his father. He soon showed that he was a fine seaman. By the time he was twenty, he had sailed to many different countries and was made a captain. On the day when he was appointed captain, he said, "I am now only a captain, but I will, if I live, be at the top of the tree." Soon he was made a commander, and was adored by his men, for his daring spirit appealed to every sailor.

It was when Napoleon's power began to be felt in Europe that Nelson's chance came. Then Nelson took up his sword against Napoleon. Nelson's first victory was in the battle of St. Vincent. He was wounded and

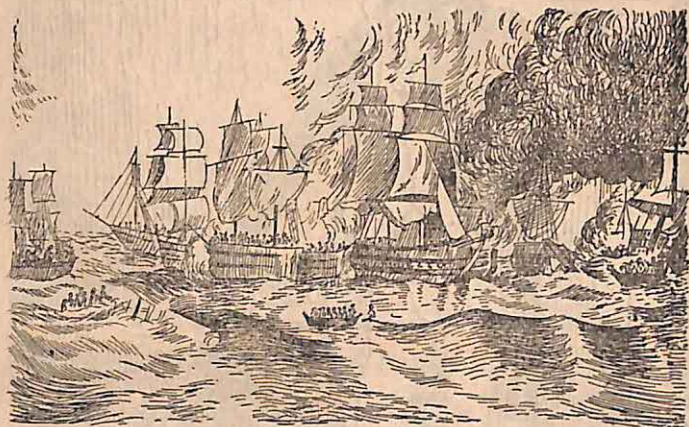
lost his right arm. But little did he care for that. He



Lord Nelson

had defeated the enemy, and that was his consolation.

A little later Napoleon sailed for Egypt to try and create a French Empire in the east. Nelson hunted for him all up and down the Mediterranean, trying to find the French fleet. After Napoleon had captured Malta, and landed his army in Egypt, Nelson discovered his fleet anchored in a bay at the mouth of the River Nile.



The Battle of Trafalgar

He captured or destroyed every vessel in the fleet except four which escaped. This battle is known in history as the Battle of the Nile. In this battle Nelson was wounded for the second time, and lost the sight of one of his eyes.

Sometime later Nelson had to set sail to the Baltic where Napoleon had gathered another fleet. This time Nelson was second in command under Sir Hyde Parker. The two fleets came into action at Copenhagen, and when the fight was going against the English, Sir Hyde Parker gave the signal "Cease action." When Nelson

was informed of the signal, he exclaimed, "Leave off action! I'm hanged if I will." And putting his glass to his blind eye, he said calmly, "I do not see the signal."



The Death of Nelson

Keep mine for clear action flying." Nelson's daring disobedience saved the day and won another victory for England.

Then came the famous battle of Trafalgar. Here the fight between the navies of France and Spain on one side and the British fleet on the other was fierce and furious. At the very height of it, Nelson sent out his famous signal—"England expects that every man will do his duty."

England won the battle—but the hero was killed. He lived long enough to know that victory was theirs, and then he died murmuring, “Thank God, I have done my duty.”

Nelson was buried in St. Paul’s Cathedral, and Trafalgar Square was built in memory of his famous victory. In the middle of the square, on a tall, slender column, stands a figure of Nelson in full admiral’s uniform. He will always be honoured by all as one of the finest seamen that Britain has ever had. Truly has it been said of him by his biographer Mr. W. Clark Russel in his ‘Life of Nelson’ :—

“He was simple as a child, he was as tender and affectionate as a woman and his heart was that of a lion.”

Meanings

romantic—resembling the stories of romance.

biography—a written account or history of the life of the individual.

refused—expressed unwillingness.

glorious—conferring renown ; honourable.

weakly—sickly ; not having a strong constitution.

delicate—not strong.

journey—trip ; travel.

arctic regions—the portions of land near the north pole.

stirring—active.

adventure—daring deed.

adored—loved intensely.

appealed—was pleasing.

consolation—solace.

furious—violent.

slender—thin ; narrow.

*Grammar and Composition***Compound Sentences**

A **Simple sentence** contains only one finite verb, *e.g.*

The boys started out once more.

A **Compound sentence** is one in which *two or more Simple sentences are run together so as to form one sentence*. The different sentences which are so run together are spoken of as **clauses**—because they are really parts of one whole. But they are all of equal importance, and in this case are termed **Co-ordinate clauses**, *e.g.*

Nelson's daring disobedience saved the day and won another victory for England.

The subject is one, *disobedience* : but there are *two predicates*—*saved* and *won*. It is a Compound sentence—the two clauses being joined together by the Copulative Conjunction *and*.

Exercise

1. Explain and illustrate by example **Compound sentence** and **Co-ordinate clause**.

2. Finish the sentences :—

(a) The child shows the man as the morning shows—.

(b) England won the battle—but the hero—.

3. Describe an anecdote from the early life of Nelson which illustrates the saying "The child shows the man as the morning shows the day."

4. Where was his first victory of the battle with Napoleon ?
What bodily injury did he sustain at that time ?

5. Describe the battle of the Nile.

6. Describe the battle of Trafalgar.

7. Describe the character of Nelson.

LESSON 22

JOAN OF ARC

New Words

truce	Dauphin	civil	repent
jest	triumph	regent	besiege
supernatural		distressed	enthusiastic
cathedral	champion	devices	miracle
garrison	sallies	artillery	sorceress

After a long truce in the French and English war, the misfortunes of France encouraged the English kings to claim the French crown. Charles VI, the king of France, was mad ; and his eldest son bearing the title of the Dauphin, found himself helpless between two factions of nobles who did not stick at murdering each other, and brought about such suffering among the people that many Frenchmen were ready to welcome a foreign prince as a deliverer from the civil war. When young Henry V of England began to push his claims the Dauphin is said to have sent him a load of tennis balls as a hint that he was more fit for play than for war. But he was bitterly to repent of that jest. Henry invaded France, and at

Agincourt (A. D. 1415) gained one of the greatest victories of English history. The bowmen of England defeated the French horsemen, though the latter were six to one in number.

Henry, having lost many of his men from sickness, now went home to be received in such triumph that the people willingly gave him means of raising a large army. Two years later he invaded France with fresh successes ; then one of the French factions having come over to his side, he made peace on condition that, marrying a French princess, he should become king of France on the death of the mad Charles VI, and meanwhile he should reign as regent in Paris.

But Henry V died in Paris, in A.D. 1422, a few weeks before Charles VI of France. Henry VI, who succeeded Henry V as king of England, was a minor and his uncle became the regent. Henry VI was also proclaimed king of France. The south part of France held out for the French Dauphin, Charles. More than once he was defeated by the English ; and when the Earl of Salisbury led an army to besiege Orleans, it seemed as if the English conquest would soon be complete.

Yet now the tide turned with a wave of French patriotism that rose against the invaders. The chief figure in this movement was Joan of Arc, a girl about twenty years old, whose exploits appeared so amazing that at the time she was believed to have the help of supernatural power. The daughter of a farmer in the north-east



Joan of Arc

corner of France, she had been deeply distressed by the miseries of her country, and her enthusiastic mind became filled with visions that she was destined to rescue the land from its enemies. At first people thought her mad when she announced that Heaven had bidden her take arms, lead an army to Orleans, and have the Dauphin crowned at Rheims, in the cathedral of which the French kings were crowned.

With some difficulty the Dauphin was brought to believe in such a strange champion ; then she got together some thousands of soldiers, at whose head dressed in armour and bearing a white standard with religious devices, and a sword which she declared to have been obtained by a miracle, singing hymns as battle songs, she marched to Orleans. Her arrival at this place put fresh heart into the garrison, hard pressed by the English for more than half a year. Though Joan did not fight with her own hand, she led out such bold sallies, upon the besiegers, that after a few days they were driven away from Orleans, their general, Lord Salisbury, having already been killed by a cannon-ball, for artillery was used on both sides at this famous siege (A.D. 1429). But cannon and all proved not so terrible as the spirit of this heroic girl.

The Maid of Orleans, as Joan now came to be called, followed up this victory by conducting the Dauphin to Rheims, there to be crowned as Charles VII. On the way several successes had been gained over the English,

who now began to lose ground, while the uprising of French patriotism gathered strength. Joan kept on working up her countrymen to her own pitch of eagerness ; she gave out that she would not be with them for more than a year ; and she is even said to have foretold how she would be betrayed. Next year, indeed, she was taken prisoner by some French traitors, who for a large sum of money gave her up to the English. At Rouen a French bishop was found to condemn her as a sorceress ; and the English soldiers let this remarkable woman be burned alive, to the disgrace of both nations.

But her example had not gone in vain. The French factions made peace with each other, and joined to drive out the English, who soon had none of their conquests in France left but the town of Calais.

—*Adapted from "Heroes of the European Nations"*
by A. R. Hope Monsrieff.

[Joan of Arc (A.D. 1412—1431) was born of poor parents, at Domremy, on the borders of Lorraine and Champagne, on the 6th January, 1412. From her very childhood, she was of a religious turn of mind. And gradually there grew up within her the conviction that she had been chosen by God to do a special work of deliverance of her country (France). She herself fought against the English, whom she forced to retreat. However, she was at last taken a prisoner and sold to the English, who tried her as a sorceress and heretic, and condemned her to perpetual imprisonment. Finally she was brought to the stake and burnt in 1431.]

Meanings

Dauphin—the name given to the eldest son of the king of France.

regent—one who rules for the sovereign.

truce—a suspension of hostilities between two armies for a period specially agreed upon.

stick—stop.

triumph—a solemn procession in honour of a victorious general.

supernatural power—spiritual or miraculous power.

champion—a successful combatant.

hymn—song of praise, a metrical formula of public worship.

sally—a sudden rushing forth of troops to attack besiegers.

artillery—offensive weapons of war, especially cannon, etc.

betrayed—given up treacherously.
sorceress—witch.

Grammar and Composition

Complex Sentence

A **Complex sentence** is one in which there is *one main clause* and *one or more subordinate clauses*.

The subordinate clauses are in some way dependent upon the main clause, and do the work of an adjective, an adverb or a noun, e.g.

1. I shall tell you an event **which took place only yesterday**. (Subordinate adjectival clause qualifying "event".)

2. His heart gladdened **when he heard about his success**. (Subordinate adverbial clause of time modifying the verb "gladdened".)

3. She announced **that Heaven had bidden her take arms**. (Subordinate noun clause, object of the verb "announced".)

Exercise

1. Explain and illustrate what is a Complex sentence.
2. Explain and illustrate what is a subordinate clause.
3. Form nouns from the following and use them in sentences of your own :—

young, marry, believe, receive.

4. Narrate, in short, the exploits of Joan of Arc.
 5. How did she meet with her death ?
-

LESSON 23

CASABIANCA

New Words

flame	lit	wreck
faint	chieftain	booming
waving	shroud	wreathing
wrapt (rapt)	banners	burst
fragments	strewn	helm
perished		

1. The boy stood on the burning deck,
 Whence all but he had fled ;
 The flame that lit the battlesre 'wreck,
 Shone round him o'er the dead ;

2. Yet beautiful and bright he stood
As born to rule the storm !
A creature of heroic blood,
A proud, though child-like form !
3. The flames rolled on—he would not go
Without his father's word ;
That father, faint in death below,
His voice no longer heard.
4. He call'd aloud ! "Say, father, say
If yet my task is done !"
He knew not that the chieftain lay
Unconscious of his son.
5. "Speak, father," once again he cried,
"If I may yet be gone !"
And—but the booming shots replied,
And fast the flames roll'd on.
6. Upon his brow he felt their breath,
And in his waving hair,
And look'd from that lone post of death
In still, yet brave despair ;
7. And shouted but once more aloud,
"My father ! must I stay ?"
While o'er him fast through sail and shroud,
The wreathing fires made way.

8. They wrapt the ship in splendour wild,
They caught the flag on high,
And streamed above the gallant child
Like banners in the sky.
9. There came a burst of thunder-sound—
The boy—O ! where was he ?
—Ask of the winds that far around
With fragments strew'd the sea.
10. With mast, and helm, and pennon fair,
That well had borne their part ;
But the noblest thing which perish'd there
Was that young, faithful heart !

—Mrs. Hemans—

[Casabianca was the son of Louis De Casabianca, the admiral of the French ship "L'Orient." In the battle of the Nile (1798), "L'Orient" caught fire and the admiral was killed. The officers and men of the ship jumped overboard, but Casabianca (the young brave boy only ten years of age), being ordered by his father not to leave his post till he (the father) returned, perished in the flames rather than disobey his father's command.]

Meanings

chieftain—commander ; (here)
the admiral of the ship.
booming shots—cannon balls
rushing violently with a
roaring sound.

streamed—moved to and fro.
burst of thunder-sound—the
terrible sound caused by an
explosion.
fragments—pieces.

<i>shroud</i> —rope supporting the	<i>pennon</i> —a small flag.
mast of a ship.	<i>perished</i> —died.
<i>wreathing</i> —surrounding.	

Exercise

1. Give the story of Casabianca, in your own words as far as practicable.
 2. What would you do had you been placed in the position of Casabianca? Would you jump overboard instead of remaining in your post and dying in the flames?
-

LESSON 24

EVIL ALLURES BUT GOOD ENDURES

New Words

allure	endure	prided	suited
deserve	harmony	tempt	humour
foresee	inclosure	wink	assemble
startled	jerked	snapped	bleating
limp	dismay	wrinkles	

There lived in olden times a good and kindly man. He had this world's goods in abundance, and many slaves to serve him. And the slaves prided themselves on their

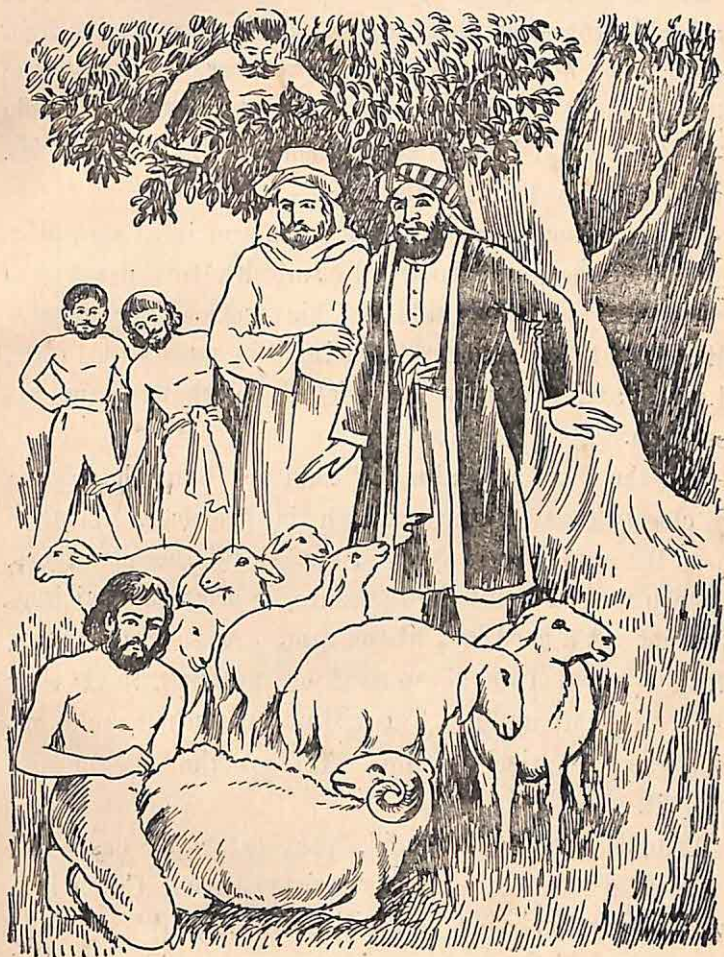
master, saying : "There is no better lord than ours under the sun. He feeds and clothes us well, and gives us work suited to our strength. He bears no malice, and never speaks a harsh word to any one. He is not like other masters, who treat their slaves worse than cattle, punishing them whether they deserve it or not, and never give them a friendly word. He wishes us well, does good, and speaks kindly to us. We do not wish for a better life."

Thus the slaves praised their lord, and the Devil, seeing it, was vexed that slaves should live in such love and harmony with their master. So getting one of them, whose name was Aleb, into his power, the Devil ordered him to tempt the other slaves. And one day, when they were all sitting together resting and talking of their master's goodness, Aleb raised his voice, and said :

"It is stupid to make so much of our master's goodness. The Devil himself would be kind to you, if you did what he wanted. We serve our master well, and humour him in all things. As soon as he thinks of anything, we do it foreseeing all his wishes. What can he do but be kind to us ? Just try how it will be if, instead of humouring him, we do him harm instead. He will act like any one else, and will repay evil for evil, as the worst of masters do."

The other slaves began denying what Aleb had said, and at last bet with him. Aleb undertook to make their master angry. If he failed, he was to lose his holiday

garment, but if he succeeded, the other slaves were to give him theirs. Moreover, they promised to defend him against the master, and to set him free if he should be put in



Aleb by the side of the finest ram and the Devil on the tree

chains or imprisoned. Having arranged this bet, Aleb agreed to make his master angry next morning.

Aleb was a shepherd, and had in his charge a number of valuable pure-bred sheep, of which his master was very fond. Next morning when the master brought some visitors into the inclosure to show them the valuable sheep, Aleb winked at his companions, as if to say, "See, now, how angry I will make him."

All the other slaves assembled, looking in at the gates or over the fence, and the Devil climbed a tree nearby to see how his servant would do his work. The master walked about the inclosure, showing his guests the ewes and rams, and presently he wished to show them his finest ram.

"All the rams are valuable," said he, "but I have one with closely twisted horns, which is priceless. I prize him as the apple of my eye." Startled by the strangers, the sheep rushed about the inclosure, so that the visitors could not get a good look at the ram. As soon as it stood still, Aleb startled the sheep as if by accident, and they all got mixed up again. The visitors could not make out which was the priceless ram. At last the master got tired of it.

"Aleb, dear friend," he said, "pray catch our best ram for me, the one with the tightly twisted horns. Catch him very carefully, and hold him still for a moment."

Scarcely had the master said this, when Aleb rushed in among the sheep like a lion, and clutched the priceless

ram. Holding him fast by the wool, he seized the left hind leg with one hand, and, before his master's eyes, lifted it and jerked it so that it snapped like a dry branch. He had broken the ram's leg, and it fell bleating on to its knees. Then Aleb seized the right hind leg, while the left twisted round being quite limp. The visitors and the slaves exclaimed in dismay, and the Devil, sitting up on the tree, rejoiced that Aleb had done his task so cleverly.

The master looked as black as thunder, frowned, bent his head, and did not say a word. The visitors and the slaves were silent, too, waiting to see what would follow. After remaining silent for a while, the master shook himself as if to throw off some burden. Then he lifted his head and raising his eyes heavenward, remained so for a short time.

Presently the wrinkles passed from his face, and he looked down at Aleb with a smile, saying : "Oh, Aleb ! Your master bade you anger me ; but my master is stronger than yours. I am not angry with you, but I will make your master angry. You are afraid that I shall punish you, and you have been wishing for your freedom. Know, then, Aleb, that I shall not punish you ; but, as you wish to be free, here, before my guests, I set you free. Go where you like, and take your holiday garment with you !"

And the kind master returned with his guests to the house ; but the Devil, grinding his teeth, fell down from the tree, and sank through the ground.

—*Count Leo Tolstoy.*

*Meanings**malice*—ill-will.*harmony*—peace and friendship.*humour*—please by doing what he wants.*winked at*—gave a hint by moving the eyelids quickly.*startled*—frightened ; alarmed.*clutched*—held firmly.*snapped*—broke suddenly.*grinding*—rubbing together.*Grammar and Composition***Clause Analysis**

When progress has been made it is often not necessary to analyse in detail every clause in a complex sentence. All that is required is to analyse by clauses. The complex sentence is split up into its clauses, and the function of each subordinate clause is stated.

Exercise

1. Analyse the following sentences :—

(a) He is not like other masters who treat their slaves worse than cattle.

(b) Smooth runs the water where the brook is deep.

(c) He was sorry when he found out his mistake.

2. Make sentences with :—

abundance, cleverly, priceless, apple of one's eye, punish, freedom.

3. Why did the slaves like their master ?

4. Who was Aleb ?

5. Why did he try to poison the ears of the other slaves ?

6. Why did the master forgive Aleb ?

7. What is the moral of the story ?

LESSON 25

THE GOOD SAMARITAN

New Words

eternal
infested

inherit
compassion

stripped
likewise

One day Jesus was speaking about eternal life, when a certain lawyer stood up and asked, "Master, what shall I do to inherit eternal life?"

He replied, "What is written in the law? What readest thou?" The lawyer answered, "Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy strength, and with all thy mind; and thy neighbour as thyself."

"Thou hast answered right," said Jesus. "Thus do, and thou shalt live."

"But who is my neighbour?" asked the lawyer, and in answer Jesus told the following tale:—

"A certain man went down from Jerusalem to Jericho and fell among robbers who stripped him of his clothes and wounded him and departed, leaving him half dead. By chance there came down a certain priest that way, and when he saw the wounded man, he passed by on the other side, so that he could not properly see him.

He knew that the man had been injured by the robbers



The Good Samaritan

that infested the district, and he was anxious not to get into the same trouble himself.

Next a Levite came by. He noticed the man lying wounded by the wayside, and came up and looked at him; but he too, like the priest, passed by on the other side.

But at last a certain Samaritan, as he journeyed, came that way riding on an ass. Now the Jews and the Samaritans were always quarrelling; so the poor traveller who was a Jew could not expect the Samaritan to do anything for him. But as the latter looked on the wounded man, his heart was filled with compassion. He went up to him, bound up his wounds, pouring in oil and wine, and, setting him on his own beast, brought him to an inn. All that night the good Samaritan attended to him; and on the morrow, when he departed, he took out some money, gave it to the host and said unto him, "Take care of him, and whatever you spend more, when I come again, I will repay you."

When Jesus had finished the story, he asked the lawyer, "Which now, of these three, thinkest thou, was neighbour unto him that fell among the thieves?"

And the lawyer said, "He that showed mercy on him."

Then said Jesus unto him, "Go and do thou likewise."

—Adapted from "*The New Testament*"—*St. Luke*.

[This is one of those allegorical stories which Jesus Christ used to tell people who flocked to him for spiritual lesson. The lesson is explained side by side with the story, which narrates something that might actually have occurred.]

Meanings

Samaritan—an inhabitant of Samaria, a province and also a city of Palestine, 35 miles north of Jerusalem. The Samaritans and the Jews looked upon each other as bitter enemies. The whole story illustrates the importance of doing good to neighbours.

the law—the law of the Jews given by Moses at Mount Sinai.

Jerusalem—an important city in Palestine where Jesus was put to death on the Cross and buried.

Jericho—a city of Palestine. It is nearly 4,000 feet lower than Jerusalem. The road between the two cities was full of caves and gorges and in those days infested with robbers.

Levite—one of the family of Levi who acted as inhabitants to the priests in temple worship.

oil and wine—an ointment prepared with wine.

was neighbour unto—showed neighbourly love to.

Grammar and Composition

Direct and Indirect Speech

Direct speech is the repetition in a sentence of the **exact words** spoken by somebody.

"Thou (the lawyer) hast answered right," said Jesus. "Thou do, and thou shalt live."

Notice that the **actual words spoken** are placed between inverted commas.

Indirect speech is the repetition of the thoughts or statements of the speaker, *without using his exact words*.

Jesus said that he (the lawyer) had answered right. Jesus asked him to do this, and he (the lawyer) should live.

Exercise

1. Change the following from Direct to Indirect speech :—
 - (a) Then said Jesus unto him, "Go and do thou likewise."
 - (b) All her maidens watching said, "She must weep, or she will die."—*Tennyson*.
 2. Use the following in sentences of your own :—
wayside, to take care of, by chance, neighbour, mercy.
 3. What, according to the law, should a man do to get eternal life ?
 4. Why did the priest and the Levite forsake the injured traveller ?
 5. What did the Samaritan do when he saw him ?
 6. Who is your real neighbour ?
-

LESSON 26

WHO IS THY NEIGHBOUR ?

New Words

aid	aching (ak'ing)	soothing
succour (suk'ur)	brim	bereft
toiling	fettered	ransom
	redeem	lot

Thy neighbour ? It is he whom thou
Hast power to aid and bless ;
Whose aching heart, or burning brow,
Thy soothing hand may press.

Thy neighbour ? 'Tis the fainting poor,
Whose eye with want is dim,
Whom hunger sends from door to door—
Go thou and succour him.

Thy neighbour ? 'Tis that weary man,
Whose years are at their brim,
Bent low with sickness, cares, and pain—
Go thou and comfort him.

Thy neighbour ? 'Tis the heart bereft
Of every earthly gem ;
Widow and orphan, helpless left !—
Go thou and shelter them.

Thy neighbour ? Yonder toiling slave
 Fettered in thought and limb,
 Whose hopes are all beyond the grave :—
 Go thou and ransom him.

Oh, pass not, pass not heedless by :
 Perhaps thou canst redeem
 The breaking heart from misery ;
 Oh, share thy lot with him.

—Anonymous.

*Meanings**aching*—suffering ; troubled.*succour*—assist ; relieve.*bereft*—robbed of anything
valued.*toiling*—working with fatigue.*fettered*—put fetters on ; bound.*ransom*—redeem from captivity ;
set free.*redeem*—rescue ; deliver.*Exercise*

1. Use the following in sentences of your own :—
aid, bereft, shelter, beyond the grave, to share one's lot with.
2. Write in twelve lines, who, according to the poet, should be your neighbour.



LESSON 27

A GOOD CITIZEN

New Words

social (sō'shal)	society (sōshi'eti)	affection
reality	ideas (i-de'az)	moulded (mold'ed)
adjust	responsibilities	owe (ō)
corresponding (kor-e-spond-ing)		privilege (priv'i-lej)
consciousness (kon'shus-nes)		civic (siv'ik)
generous (jen'er-us)		inconvenience
refuse (ref'uz)	indiscriminately	water-hydrant
spit	spittoon	culprit
callous	discharge	obligations

Idiom

to make headway

Man is by nature a social animal. He is born into a society. He cannot live alone. He needs the company of his fellow-men. He wants their affection and help. In reality from his birth he depends on others for his life. His thoughts, ideas and habits are moulded by the society in which he moves.

When anybody lives with others, he cannot always act in any way he likes. He has to adjust his activities

to those of others. He has sometimes to give up benefits in order that he may share the common benefits of living together. Thus a man living in a society has got many duties and responsibilities which he owes to that society. Of course he possesses as well corresponding rights and privileges as a member of that society. The consciousness about the duties and obligations which everyone of us owes to the society of which we are members, is called 'civic sense'. A good citizen must have this civic sense in abundance. Truly speaking, everyone of us, either as a member of a family, a village, a city or country, has duties and obligations which he cannot avoid as a good citizen.

A good citizen does to others as he wants to be done by them. He always works for the welfare of the society keeping the good of all in his mind. He is generous to all. He has sympathy for all. He leads a good life just to become an example to others.

A good citizen cannot do anything which may cause any inconvenience to others. He won't throw refuse indiscriminately on the streets. He will throw it in the dustbin nearby. When going through a street, if he sees a water-hydrant kept open for no reason, he will at once set it right. When going upstairs in any building he does not spit anywhere and everywhere on the staircase. He takes care that he spits into the spittoon. If he sees a man hurt by an accident, he does not pass by. He sees that the victim of the accident

goes to the hospital. If he sees that a culprit of pick-pocketing has been caught by a fellow-passenger of a tram car, he won't remain indifferent to what happens there. He will rather see to it that the culprit be punished, and, if necessary, he will go to the police-station and will give evidence to the court as a witness. The other day a trying magistrate in Calcutta called attention to the want of the civic sense of the people by remarking that all other passengers of the tram excepting the victim of pick-pocketing remain indifferent and callous to what happens—only the victim does what is needed with regard to the culprit. Well! evils can be removed from any society if all take steps to remove them. Callousness and indifference will simply increase the evils in the society.

A state can make progress and prosper only when its citizens exercise their rights properly and discharge their obligations loyally. For proper discharge of our duties we need educate ourselves properly. Then only can we expect to function as good citizens doing the right thing in the right way, always making headway to make our country grow from strength to strength.

Meanings

social—associating together.

moulded—formed.

adjust—regulate.

owe—be obliged for.

privileges—sacred and vital civil rights.

consciousness—the waking state of the mind.

obligations—acts binding one to do something for others.

civic—pertaining to a citizen.

abundance—great plenty.

avoid—shun.

generous—liberal ; bountiful.

refuse—waste material ; rubbish.

indiscriminately—making no distinction.

water-hydrant—a large pipe in the street from which water may be drawn.

spittoon—a pot into which one may spit.

culprit—a person who has done wrong ; one who is accused of a crime or offence.

to give evidence—say in a law-court what one knows, what one has seen or heard in order to prove a fact.

victim—a person suffering injury.

indifferent—not caring for : not interested in.

callous—unfeeling.

headway—progress.

Grammar and Composition

Transformation of Complex and Compound Sentences

1. Complex into Simple :—

To transform a Complex sentence into a Simple sentence, each of the subordinate clauses will have to be changed into a corresponding word or phrase.

Noun Clause

He asked *why I came*.

(He asked *the reason of my coming*.)

Adjective Clause

The boy *who stood first* got the prize.

(The *first* boy got the prize.)

Adverb Clause

Wherever you go I shall follow you.

(I shall follow you *everywhere*.)

2. Compound into Simple :—

To transform a Compound sentence into a Simple one, one of the co-ordinate clauses must be converted into a word or phrase, and the connecting conjunction must be dropped or changed.

He is rich, yet he is not contented.

(In spite of his riches he is not contented.)

Exercise

1. Change the following sentences into Simple ones :—
 - (a) We hope that better times will come.
 - (b) As he was not there I spoke to his brother.
 - (c) The sun rose and the fog dispersed.
 - (d) He must confess his fault or he will be fined.
 - (e) He takes care that he spits into the spittoon.
 2. Can man live alone ?
 3. State what a good citizen will do and what he will not do.
 4. How can a state be made great and prosperous ?
-

LESSON 28

A PSALM OF LIFE

New Words

psalm (sam)	mournful	numbers
slumber	earnest	enjoyment
destined	art	fleeting
stout	muffled	funeral
bivouac (biv'oo-ak)	strife	sublime
foot-prints	solemn (sol'em)	main
forlorn	achieving	pursuing

Tell me not, in mournful numbers,
"Life is but an empty dream !"
For the soul is dead that slumbers,
And things are not what they seem.

Life is real ! Life is earnest !
And the grave is not its goal :
Dust thou art, to dust returnest"
Was not spoken of the soul.

Not enjoyment, and not sorrow,
Is our destined end or way—
But to act, that each to-morrow
Find us farther than to-day.

Art is long, and time is fleeting,
And our hearts, though stout and brave,
Still, like muffled drums, are beating
Funeral marches to the grave.

In the world's broad field of battle,
In the bivouac of life,
Be not like dumb, driven cattle !
Be a hero in the strife !

Trust no Future, however pleasant !
Let the dead Past bury its dead !
Act,—act in the living Present !
Heart within, and God o'erhead.

Lives of great men all remind us
We can make our lives sublime !
And, departing, leave behind us
Foot-prints on the sands of time ;—

Foot-prints, that perhaps another,
Sailing o'er life's solemn main,
A forlorn and ship-wrecked brother,
Seeing, shall take heart again.

Let us, then, be up and doing,
With a heart for any fate ;
Still achieving, still pursuing,
Learn to labour and to wait.

—Longfellow.

Meanings

numbers—verse.

empty dream—unreal vision.

earnest—serious.

destined—ordained by God.

end—object of life.

art—knowledge.

muffled—covered ; in the funeral procession of a soldier drums are covered with a piece of cloth in order to subdue their sound.

our hearts, etc.—the beatings of our hearts seem to tell us every moment that our life is coming to a close.

bivouac—the resting at night of soldiers in the open air instead of under cover in camp.

sands of time—shore of time which is compared to an ocean.

solemn main—vast ocean.

Exercise

1. Give the summary of the poem and bring out the central idea.
 2. Point out the imageries and similes in the poem.
-

LESSON 29

THE MURDER OF KING DUNCAN

['Macbeth' from which the following extract is taken, is one of the best-known dramas of William Shakespeare, the greatest poet of England. Shakespeare was born in 1564 and died in 1616. *The Murder of King Duncan*, one of the most famous scenes of 'Macbeth,' is reproduced here.

Duncan, King of Scotland, spends the night as a guest in the castle of his general, Macbeth. Macbeth and Lady Macbeth, however, plotted to murder the king. Here, in this scene we shall see how the foul deed is done.]

Place—*A Room in Macbeth's Castle.*

Time—*A Little Past Midnight. Lady Macbeth awaits Macbeth, who has gone to the king's chamber to murder the king.*

New Words

quenched	hark	surfeited	grooms
mock	charge	snores	lodged
amen	balm	thane	brainsickly
filthy	smear	gild	withal

Lady Macbeth. That which hath made them drunk
hath made me bold ;

What hath quench'd them hath given me fire. Hark !
Peace !

It was the owl that shriek'd.

He is about it :

The doors are open ; and the surfeited grooms

Do mock their charge with snores.

[*Enter MACBETH.*]

My husband !

Macb. I have done the deed. Didst thou not hear a noise ?

Lady M. I heard the owl scream and the crickets cry.

Macb. Hark !

Who lies i' the second chamber

Lady M. Donalbain.

Macb. This is a sorry sight. [*Looking on his hands.*]

Lady M. A foolish thought, to say a sorry sight.

Macb. There's one did laugh in's sleep, and one cried
"Murder" !

That they did wake each other : I stood and heard them :
But they did say their prayers, and address'd them
Again to sleep.

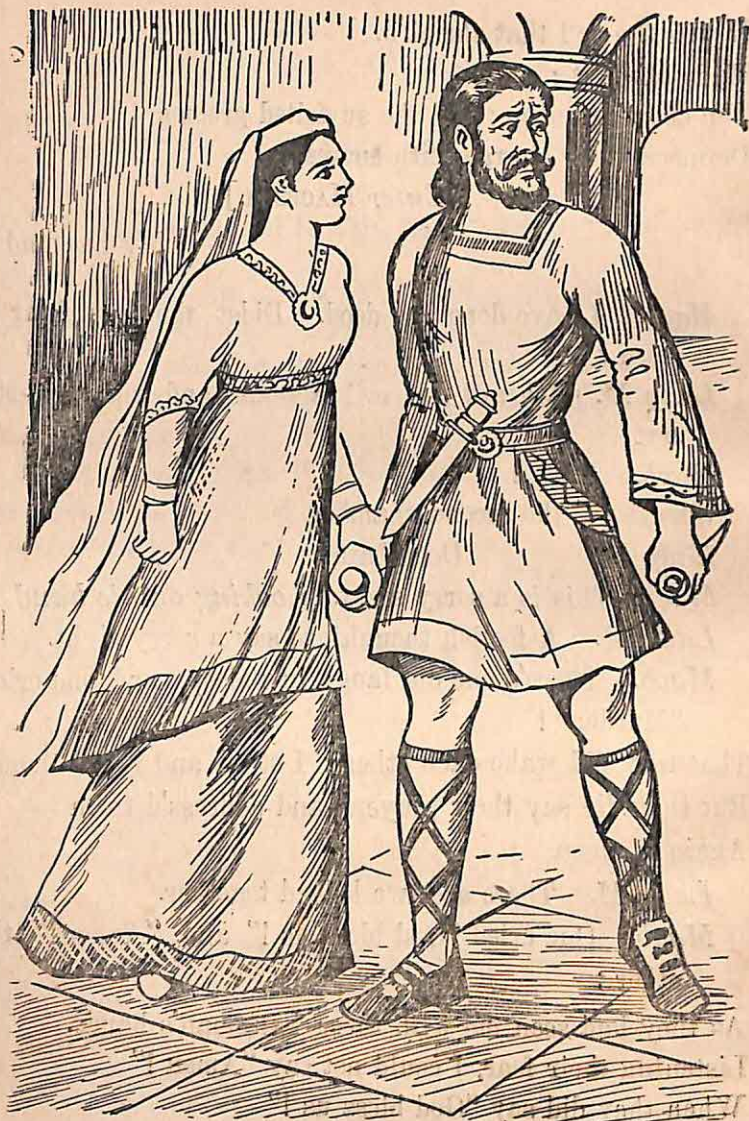
Lady M. There are two lodged together.

Macb. One cried "God bless us !" and "Amen !" the
other ;

As they had seen me with these hangman's hands.
Listening their fear, I could not say "Amen !"

When they did say "God bless us !"

Lady M. Consider it not so deeply.



"I have done the deed."

Macb. But wherefore could not I pronounce "Amen" ?
I had most need of blessing, and "Amen"
Stuck in my throat.

Lady M. These deeds must not be thought
After these ways, so, it will make us mad.

Macb. Methought I heard a voice cry "Sleep no more !
Macbeth does murder sleep," the innocent sleep,
The death of each day's life, sore labour's bath,
Balm of hurt minds,—

Lady M. What do you mean ?

Macb. Still it cried "Sleep no more !" to all the
house ;

"Glamis hath murder'd sleep, and therefore Cawdor
Shall sleep no more ; Macbeth shall sleep no more."

Lady M. Who was it that thus cried ? Why, worthy
thane,

You do unbend your noble strength, to think
So brainsickly of things. Go, get some water,
And wash this filthy witness from your hand.
Why did you bring these daggers from the place ?
They must lie there ; go carry them ; and smear
The sleepy grooms with blood.

Macb. I'll go no more :
I am afraid to think what I have done ;
Look on't again I dare not.

Lady M. Infirm of purpose !
Give me the daggers ; the sleeping and the dead
Are but as pictures.

If he do bleed,
 I'll gild the faces of the grooms withal,
 For it must seem their guilt. [*Exit. Knocking within*]

Meanings

<i>that which hath made them drunk</i> —i.e. wine.	<i>as they had seen</i> —as if they had seen.
<i>quenched them</i> —destroyed them, i.e. robbed them of their sense.	<i>balm</i> —ointment, something that soothes and refreshes.
<i>fire</i> —vigour ; energy.	<i>Glamis, Cawdor, Macbeth</i> —all referring to the same person. 'Glamis' and 'Cawdor' were titles of Macbeth.
<i>hark</i> —listen.	<i>brainsickly</i> —foolishly.
<i>surfeited</i> —overdrunk.	<i>this filthy witness</i> —i.e. the blood upon your hand.
<i>groom</i> —a title of several officers of the royal household.	<i>if he do bleed</i> —if he still continues to bleed.
<i>have done the deed</i> —i.e. have committed the murder.	
<i>sorry</i> —sad ; melancholy.	
<i>amen</i> —'so be it'. 'Amen' is the response that is always made when a prayer has been uttered in Christian churches.	

Exercise

1. What does Macbeth call a 'sorry sight' ?
 2. What was the conversation that interrupted Macbeth when he was about to commit the murder ?
 3. What was the imaginary cry that Macbeth heard ? And what did it seem to say ?
-

LESSON 30

ALEXANDER AND THE ROBBER

New Words

exploit	plunderer	assassin	pest
detest	crimes	authority	violated
properties	captive	endure	inflict
reproaches	deign (dān)	valiant	subdued
genius	blasting	ravaging	gratify
insatiable	lust	dominion	stripped
hamlet	desolated	flourishing	cherished
arts	philosophy	overturned	discipline

[Scene—*Alexander the Great in his tent—A robber in chains brought before him.*]

ALEXANDER. What ! art thou the Thracian Robber of whose exploits I have heard so much ?

ROBBER. I am a Thracian and a soldier.

A. A soldier !—a thief, a plunderer, an assassin ! the pest of the country ! I could honour thy courage, but I must detest and punish thy crimes.

R. What have I done of which you can complain ?

A. Hast thou not set at defiance my authority, violated the public peace, and passed thy life in injuring the persons and properties of thy fellow-subjects ?

R. Alexander ! I am your captive. I must hear what you please to say, and endure what you please to inflict. But my soul is unconquered ; and if I reply at all to your reproaches, I will reply like a free man.

A. Speak freely. Far be it from me to take the advantage of my power to silence those with whom I deign to converse !



Alexander in his tent—A robber in chains brought before him

R. I must then answer your question by another : how have you passed your life ?

A. Like a hero. Ask Fame and she will tell you. Among the brave, I have been the bravest ; among sovereigns, the noblest ; among conquerors, the mightiest.

R. And does not Fame speak of me, too ? Was there ever a bolder captain of a more valiant band ? Was there ever—but I scorn to boast. You yourself know that I have not been easily subdued.

A. Still what are you but a robber—a base, dishonest robber ?

R. And what is a conqueror ? Have not you, too, gone about the earth like an evil genius, blasting the fair fruits of peace and industry ;—plundering, ravaging, killing, without law, without justice, merely to gratify an insatiable lust for dominion ? All that I have done to a single district with a hundred followers, you have done to whole nations with a hundred thousand. If I have stripped individuals, you have ruined kings and princes. If I have burned a few hamlets, you have desolated the most flourishing kingdoms and cities of the earth. What is then the difference but that, as you were born a king and I a private man, you have been able to become a mightier robber than I ?

A. But if I have taken like a king, I have given like a king. If I have subverted empires, I have founded greater. I have cherished arts, commerce, and philosophy.

R. I, too, have freely given to the poor what I took from the rich. I have established order and discipline among the most ferocious of mankind, and have stretched out my protecting arm over the oppressed. I know, indeed, little of the philosophy you talk of ; but, I believe, neither you nor I shall ever repay to the world the mischief we have done it.

A. Leave me. Take off his chains and use him well. (*Exit Robber.*) Are we, then, so much alike ? Alexander, too, a robber ? Let me reflect.

—*Evenings at Home.*

Meanings

<i>Alexander</i> —Alexander the Great, King of Macedon in Greece, conquered many places of Europe, Africa and Asia. He crossed over to India from Afghanistan and in 326 B.C. defeated Porus, whose kingdom lay between the Jhelum and Chenab.	<i>set at defiance</i> —defied, challenged, disregarded. <i>reproaches</i> —blame. <i>deign to</i> —am kind enough to. <i>an evil genius</i> —a spirit having an evil influence over a person, place or thing. <i>blasting</i> —ruining. <i>ravaging</i> —destroying. <i>insatiable</i> —that cannot be gratified. <i>stripped</i> —robbed. <i>hamlet</i> —a small village. <i>desolated</i> —laid waste. <i>flourishing</i> —prosperous. <i>subverted</i> —overthrown. <i>cherished</i> —protected. <i>mischiefs</i> —harmful acts.
<i>Thracian</i> —of Thrace, an ancient kingdom on the coast of the Black Sea.	
<i>exploits</i> —heroic deeds.	
<i>assassin</i> —one who kills by surprise or secretly.	
<i>pest</i> —a troublesome person.	
<i>detest</i> —hate.	

*Grammar and Composition***Transformation of Sentences****Transformation of Interrogative Sentences**

- e.g. Have you paid your fare ? Then come in.
(Come in, if you have paid your fare.)

Exercise

1. Transform the following Interrogative sentences into Assertive ones :—

- (a) Art thou the Thracian robber ?
- (b) Hast thou not set at defiance my authority ?
- (c) What is a conqueror ?

2. Derive adjectives from the following and use them in sentences of your own :—

honour, order, earth, hero, courage, person, advantage, fame.

- 3. Who was Alexander ?
 - 4. What was the robber accused of ?
 - 5. What was the robber's reply to the charges of Alexander ?
 - 6. How does Alexander justify his conquests ?
 - 7. What good things, the robber says, he has done ?
 - 8. Do you think that Alexander was a robber ?
-

LESSON 31

A JOURNEY TO THE MOON

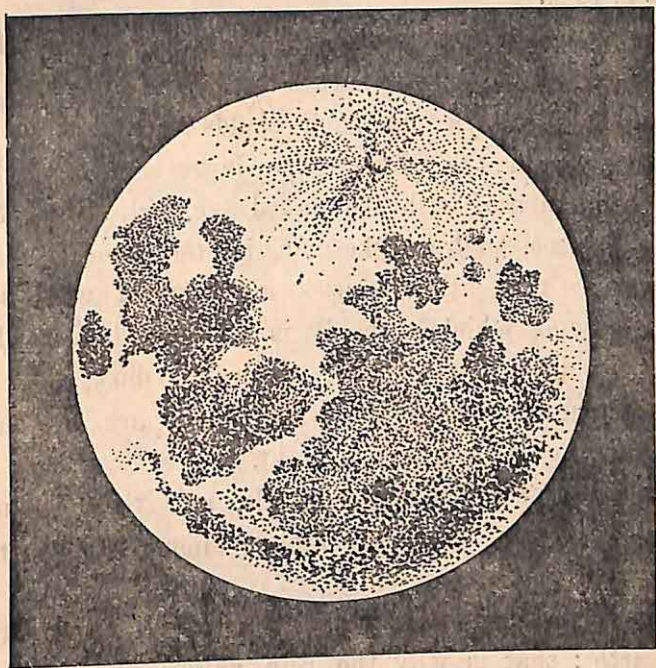
New Words

air-tight	rockets	experiences
cylinders	compressed	suffocation
diffuse	grim	volcanic
lunar	surface	vapours
markings	solidified	lava
moderate	temperature	rim
penetrate	vision	eclipse
tremendous	eruption	suspended
dazzlingly	zodiacal	tropics
corona	pearly	jets
spectroscope	abode	navigable

stagnant

Perhaps you have read the romantic tales of Jules Verne or of H. G. Wells about journeys to the moon. Some people have been seriously considering the possibility of travelling to the Moon in air-tight boats driven by powerful rockets. Whether this may be possible or not we cannot definitely say, but we may imagine ourselves making such a journey and see what our experiences would be.

As there is practically no air on the Moon, we must put on diving dresses with cylinders of compressed air on our backs, otherwise we shall die of suffocation.



The dark markings in the Moon

The first thing that will strike us in our journey will be the darkness of the sky. It is the air round our earth that diffuses the light of the sun, but in the regions where there is no air, or any such substance, there may be no light.

When we get down on the surface of the Moon, a scene of grim barrenness and desolation will meet the

eye—not a blade of grass—only bare rocks all around us—mostly volcanic—in the form of great rings, some of them sixty miles across. All these are now dead and cold rock.

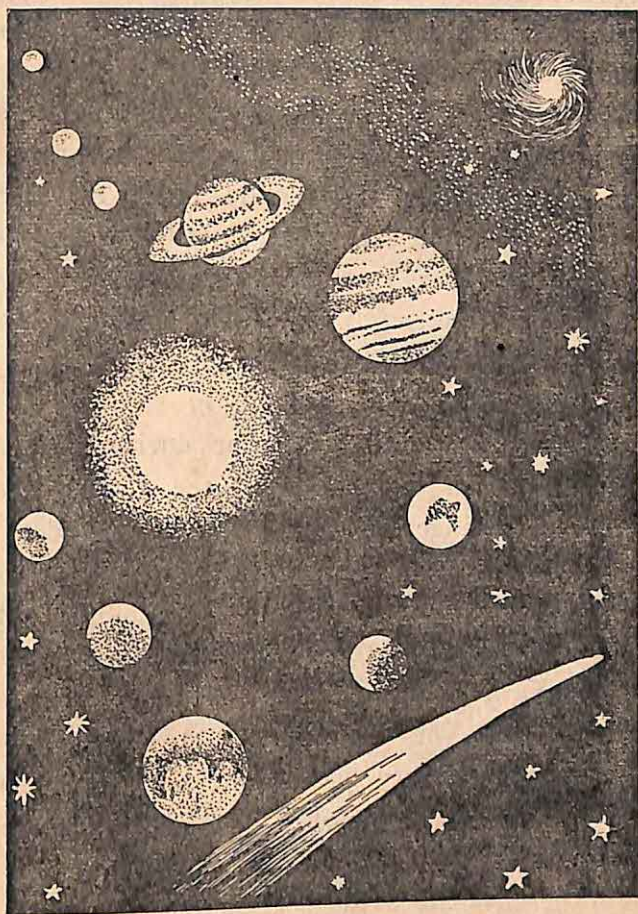
There are probably no seas on the lunar surface, for if there were any, vapours would rise from them under the sun's rays and from clouds; but clouds are never seen on the Moon. The large dark markings which we can see, with the naked eye, help us to form fancied figures, such as "the man in the Moon." These regions once thought to be seas are covered with some dark substance which probably is solidified lava. There are also deep, narrow valleys nearly dark, but the sunshine on the top of the cliffs which are thousands of feet high give them a little light.

As air is needed to cause sounds, and there is none of it on the Moon, there is complete silence of the grave reigning everywhere.

The Moon turns on its axis much more slowly than the Earth; that is why the Sun shines on a place on the Moon for a fortnight at a time, and then there is darkness for the next fifteen days.

We must also remember that with no clouds to moderate the Sun's heat, the ground gets very hot, probably hotter than boiling water and then with the approach of night there is a sudden fall in temperature, hundreds of degrees below zero. If we look at the Earth down below, it will look much bigger than the Sun. So when the

Earth comes between the Moon and the Sun, it cuts



The universe

off all direct light from the Sun. But the air round the Earth bends the sunlight. To one looking from the Moon, the Earth would therefore appear surrounded

by a bright rim of red light. One may question why this light should appear red. This is how it so happens.

Sunlight is made up of all the colours of the rainbow, but the red light can penetrate the air more easily than other colours. It is as if seven children in shirts of the seven different colours had started a race from the Sun to the Earth, and the child in the red shirt ran the fastest, the one in the orange shirt following. The red shirt would therefore come into our vision first, the orange one being the next. That is how the rising or the setting Sun looks red or orange.

A consequence of the bending of sunlight is that the Moon does not quite disappear during an eclipse. Even when it is in the middle of the Earth's shadow, it looks a dirty orange colour or sometimes a deep red. The amount of light that gets to the Moon will, of course, depend on how clear the air round the Earth is at the time of an eclipse. In 1883, there was a tremendous eruption at Karakota, near Java. As a result of this, the greater part of the island was blown into fine dust; this dust remained suspended in the air for months, and spread all over the world. The eclipse of October 1884 was therefore a very dark one.

From the Moon we would not see the surface details of the Earth as those on the Moon seen in the picture. Clouds would hide many things from our view; even without clouds, the air would make a sort of veil. But we could form some idea of the shapes of the continents.

The Sahara and other deserts would look orange, large areas of vegetation would look greenish, the ice and snow round the Poles dazzlingly white, and the oceans and seas would look dark blue, except in places where there would be a bright reflection of the Sun.

On the Moon the stars would rise and set, pass across the sky, as they do on the Earth, but much more slowly, taking nearly four weeks to complete the circuit. But the Earth would not join them in this movement, it would remain almost at rest in the lunar sky. The reason is that the Moon turns on its axis in just the same time as it goes round the Earth. This is also why the Moon always turns the same face to us, so that we know only one-half of the Moon or a little more, the rest being always hidden.

Sunrise on the Moon would be a thrilling sight. First we would see the light known as the Zodiacal light, regularly seen in the Tropics, as a broad pillar of very faint light. This light is seen as soon as it is dark, just above the place where the Sun has set, or is about to rise. This may be due to a vast multitude of tiny particles travelling round the Sun. Then would come the corona, a beautiful halo of pearly light which may be seen in a total eclipse. This would be followed by great jets of glowing gas looking like red flames round the Sun. These are also seen from the Earth during total eclipses, and at other times with the help of an instrument known as a spectroscope. Lastly, the Sun

itself would rise in dazzling splendour undimmed by the smallest trace of vapour.

The Sun shines so brightly on the Moon, but it can give no life as it gives to the Earth. The Moon is not the abode of any life. It, however, serves some useful purposes for the Earth: it gives us a measure of time, brightens our nights, raises tides, which help to make our rivers navigable, and by changing the water round our globe keeps it from becoming foul and stagnant.

Meanings

rocket—a kind of firework which shoots up into the air.

cylinder—a circular roller-like body, whose ends are equal parallel circles.

compressed—pressed together.

suffocation—being choked by the stopping of the breath.

diffuses—sends out in all directions.

volcanic—produced by a volcano.

lava—the melted matter discharged from a burning mountain.

moderate—reduce in intensity.

eruption—bursting forth.

thrilling—feeling a sharp sensation.

Zodiacal light—a singular appearance seen after sunset or before sunrise in low altitudes.

corona—the luminous circle or halo which surrounds the Moon during a solar eclipse.

halo—a luminous circle.

pearly—clear; transparent.

spectroscope—an instrument for forming and examining luminous bodies, so as to determine their composition.

navigable—that may be passed by boats or ships.

stagnant—not flowing.

*Grammar and Composition***The Transformation of Sentences by Interchange of
Degrees of Comparison**

e.g. He is as dull as an ass.

(An ass is *not duller than he is.*)

The air of hills is cooler than that of lowlands.

(The air of lowlands is not so cool as that of hills.)

Exercise

1. Transform the following sentences in all possible ways :—
 - (a) The younger brother is cleverer than the elder.
 - (b) Gold is one of the heaviest of metals.
 2. Use the following as verbs in sentences of your own :—
sun, rock, light, cloud, reason.
 3. Why should we take cylinders of compressed air with us, if we want to make a journey to the Moon ?
 4. What are the dark spots that we may see on the Moon with our naked eyes ?
 5. What is the length of a day on the Moon ? Why is it so ?
 6. Why would the Earth appear surrounded by a broad rim of red light to one looking from the Moon ?
-

LESSON 32

TRUE FRIENDSHIP

New Words

flatter	misery (miz'er-i)	wind (here pronounced as <i>waind</i> to rhyme with <i>find</i>)
crowns		
scant (skant)	weep	prodigal
bountiful	frown	renown sign (s)

Idiom

bear a part

1. Every one that flatters thee,
Is no friend in misery.
Words are easy, like the wind,
Faithful friends are hard to find.
2. Every man will be thy friend,
Whilst thou hast wherewith to spend,
But if store of crowns be scant,
No man shall supply thy want.
3. If that one be prodigal,
Bountiful they will him call :
And with such like flattering,
'Pity but he were a king.'

4. But if fortune once do frown,
Then farewell his great renown :
They that fawn'd on him before
Use his company no more.
5. He that is thy friend indeed,
He will help thee in thy need,
If thou sorrow, he will weep,
If thou wake, he cannot sleep :
6. Thus of every grief in heart,
He with thee doth bear a part.
These are certain signs to know
Faithful friend from flattering foe.

—William Shakespeare.

Meanings

<i>flatters</i> —overpraises ;	<i>inspires</i>	<i>prodigal</i> —spending	without
with belief.		necessity ;	lavish.
<i>misery</i> —great unhappiness.		<i>bountiful</i> —liberal in	giving ;
<i>like the wind</i> —empty.		generous.	
<i>wherewith</i> —means ; something.		<i>frown</i> —look angry.	
<i>store</i> —supply		<i>renown</i> —a great name.	
<i>crowns</i> —money (a crown is		<i>fawn</i> —flatter in a	servile
equal to five shillings).		way.	
<i>scant</i> —scarcely sufficient.		<i>signs</i> —marks ;	proofs.

Exercise

1. Should you trust a man that flatters you ?
2. Why are faithful friends hard to find ?
3. What will your false friends do when you are in misery ?

LESSON 33

ALEXANDER AND THE AFRICAN CHIEF

New Words

remote

sojourn

defendant

recapitulate

sentence

secluded

plaintiff

conscience

aright

custody

gracious

rejoin

bargain

consequently

couple

herbs

During his march to conquer the world, Alexander the Macedonian came to a people in Africa, who dwelt in a remote and secluded corner of the country in peaceful huts, and knew neither war nor conqueror. They led him to the hut of their chief, who received him hospitably, and placed before him golden figs and bread of gold.

"Do you eat gold in this country?" asked Alexander.

"I take it for granted," replied the chief, "that thou art able to find eatable food in thine own country. For what reason then art thou come among us?"

"Your gold has not tempted me hither," said Alexander; "but I would willingly become acquainted with your manners and customs."

"So be it," rejoined the chief. "Sojourn among us as long as it pleaseth thee."

At the close of this conversation two citizens entered into their court of justice. The plaintiff said, "I bought of this man a piece of land, and as I was digging a deep drain through it, I found a treasure. This is not mine, for I only bargained for the land and not for any treasure that might have been concealed beneath it; and yet the former owner of the land will not receive it."

The defendant answered, "I hope I have a conscience as well as my fellow citizen. I sold him the land with all its advantages, and consequently with the treasure."

The chief, who was at the same time their Chief Judge, recapitulated their words in order that the parties might see whether or not he understood them aright. Then after some reflection he said, "Friend, thou hast not a son, I believe?"

"Yes!"

"And thou,—" addressing the other—"a daughter?"

"Yes!"

"Well, then, let the son marry the daughter, and bestow the treasure on the young couple for their marriage portion."

Alexander seemed surprised and perplexed.

"Think you my sentence unjust?" the chief asked him.

"Oh, no," replied Alexander, "but it astonishes me."

"And how then," enquired the chief, "would the case have been decided in your country?"

"To confess the truth," replied Alexander, "we should have taken both parties into custody, and seized the treasure for the king's use."

"For the king's use!" exclaimed the chief, now in his turn astonished. "Does the sun shine in that country?"

"Oh, yes."

"Does it rain there?"

"Certainly."

"Wonderful! But are there tame animals in the country, that live on the grass and green herbs?"

"Very many and of many kinds."

"Ay, that may be the cause," said the chief. "For the sake of those innocent animals the All-gracious Being continues to let the sun shine and the rain down in your country."

—Coleridge.

Meanings

hospitably—with the kindness

and courtesy due to a guest.

sojourn—dwell temporarily.

bargained for—arranged to buy.

recapitulated—repeated.

marriage portion—dowry.

taken into custody—arrested.

All-gracious Being—God who is
full of love for all creatures.

Grammar and Composition

Transformation of Negative Sentences into Affirmative Ones

e.g. His services cannot be forgotten.

(His services have been too great to be forgotten.)

A wise man will not overstep the bounds of duty.

(A wise man will abstain from overstepping the bounds of duty.)

Exercise

1. Transform the following Negative sentences into Affirmative ones :—
 - (a) He is not taller than you are.
 - (b) Your gold has not tempted me hither.
2. Make sentences using the following words, as directed :—
“drop” as a *noun* and as a *verb* ; “before” as an *adverb* and as a *preposition*, “find” as a *verb* and as a *noun*.
3. Narrate the story of “Alexander and the African Chief,” in your own words, as far as practicable.
4. What is the moral that you can derive from the story ?

LESSON 34

PATRIOTISM

New Words

breathe	foreign	strand	minstrel
raptures	swell	pelf	concentrated,
forfeit	renown	unwept	unhonoured
unsung			

Breathes there the man, with soul so dead,
Who never to himself hath said,
"This is my own, my native land !"
Whose heart hath ne'er within him burn'd,
As home his footsteps he hath turned
From wandering on a foreign strand ?
If such there breathe, go, mark him well,
For him no minstrel raptures swell ;
High though his titles, proud his name,
Boundless his wealth as wish can claim ;
Despite those titles, power and pelf,
The wretch, concentrated all in self,
Living, shall forfeit fair renown,
And, doubly dying, shall go down
To the vile dust, from whence he sprung,
Unwept, unhonoured, and unsung.

—*Sir Walter Scott.*

Meanings

patriotism—love for one's own country.

breathes there—does there live.

strand—country.

minstrel raptures—songs sung by bards in honour of great men.

swell—sound loudly.

pelf—riches.

fair renown—reputation.

doubly dying—because, not only does his body die, but his name also is forgotten.

Exercise

1. Why is the man, who does not love his country, called a 'wretch' by the poet?
2. How will the 'wretch' doubly die?

LESSON 35

A LETTER ON GOOD BREEDING

New Words

breeding	celebrated	lustre
solid	genteel	carriage
awkwardness	prepossess	scald
saucer	spill	breeches
carve	sauce	daub
grease	napkin	tickle
infallibly	besprinkle	perpetual
disagreeable	appellations	perspicuous
tire	puzzle	sputter
inconsistent	stiff	formality
impertinent	forwardness	bashfulness
	adieu	

26th July, 1714.

DEAR BOY,

I have often told you in my former letters, that honour and virtue can alone make you valued by mankind. Parts and learning can make you admired and celebrated ; but other qualities are necessary towards making you liked, beloved and sought after in private life. Of these qualities, good breeding is the principal and most necessary. It adds lustre to the solid advantage of the heart and the

mind. A genteel easy manner and carriage, wholly free from ill habits and awkwardness, are great aids to it. A genteel manner, however trifling it may sound, pleases all and will prepossess men in your favour. It will bend men towards you and make them wish to like you. Awkwardness comes from two causes—either from not having kept good company, or from not having attended to it.

As for your keeping good company, you will take care of this : do you take care to observe their ways and manners, and to form your own opinion upon them ? Attention is absolutely necessary for this as indeed it is for everything else, and a man without attention is not fit to live in the world. When an awkward fellow first comes into a room, it is highly probable that his sword gets between his legs and throws him down, or makes him stumble at least. When he has recovered from this accident he goes and places himself in the very place of the whole room where he should not. There he lets his hat fall down, and in taking it up again, throws his cane. In recovering his cane, his hat falls a second time, so that it is a quarter of an hour before he is in order again. If he drinks tea or coffee, he certainly scalds his mouth and lets either the cup or the saucer fall, and spills the tea or coffee on his breeches. At dinner, his awkwardness distinguishes itself particularly, as he has more to do. Then he holds his knife, fork, and spoon differently from other people. He eats with his knife to the great danger

of his mouth ; picks his teeth with his fork, and puts his spoon, which has been in his throat twenty times, into the dishes again. If he is to carve, he can never hit the joint, but, in his vain efforts to cut through the bone, scatters the sauce in everybody's face. He generally daubs himself with soup and grease, though his napkin is commonly stuck through a button-hole and tickles his chain. When he drinks, he infallibly coughs in his glass, and besprinkles the company. Besides all this, he has strange tricks and gestures—such as snuffing up his nose, making faces, putting his fingers in his nose or blowing it and looking afterwards in his handkerchief so as to make the company sick. His hands are troublesome to him when he has not something in them, and he does not know where to put them ; but they are in perpetual motion between his breeches. He does not wear his clothes, and, in short, does nothing like other people. All this, I own, is not in any degree criminal ; but it is highly disagreeable and ridiculous in company, and ought most carefully to be avoided by whoever desires to please.

From this account of what you should not do, you may easily judge what you should do ; and a due attention to the manners of people of your rank, and those who have seen the worst will make it habitual and familiar to you.

There is likewise an awkwardness of expression and words most carefully to be avoided ; such as false English, bad pronunciation, old sayings and proverbs, which are

so many proofs of having kept bad and low company. For example, if instead of saying that tastes are different, and that every man has his own peculiar tastes, you let off a proverb and say that, what is one man's meat is another man's poison, or else, 'everyone as they like,' everybody would be persuaded to think that you never kept company with anybody above footmen and housemaids.

Attention will do all this ; and without attention nothing is to be done. Want of attention, which is really want of thought, is either folly or madness. You should not only have attention to everything, but a quickness of attention, so as to observe, at once, all the people in the room, their motions, their looks, and their words, and without staring at them and seeming to be an observer. This quick and unobserved attention is of infinite advantage in life, and is to be acquired with care. On the contrary, what is called absence of thought which is but thoughtlessness and want of attention makes a man so like a fool or a mad man. A fool never has thought ; a mad man has lost it ; and an absent man is, for the time, without it.

Avoid by all means odd motions, strange and ungentle carriage. Do not mistake or forget names ; to speak of Mr. What-d'ye-call-him, or Mrs. Thingum or How-d'ye-call-her, is excessively awkward and ordinary. To call people by improper titles and appellations is so too ; as my Lord, for Sir ; and Sir, for my Lord. One must be

exact, clear and perspicuous in everything one says, otherwise instead of entertaining or informing others, one only tires and puzzles them. The voice and manner of speaking too, are not to be neglected. Some people almost shut their mouths when they speak and mutter so that they are not to be understood; others speak so fast, and sputter with the same result; some always speak as loud as if they were talking to deaf people; and others speak so low that one cannot hear them. All these habits are awkward and are the distinguishing marks of the ordinary people, who have had no care taken of their education. These awkward habits are strong reflections against good breeding; and good breeding, you should understand, does not consist in low bows and formal ceremony; but in an easy, civil and respectful behaviour. I hardly know anything so difficult to attain or necessary to possess as perfect good breeding which is equally inconsistent with a stiff formality, an impertinent forwardness and an awkward bashfulness. Adieu.

—*Lord Chesterfield.*

Meanings

breeding—education or manners.

parts—gifts : qualities.

genteel—well-bred; graceful in form.

carriage—behaviour; bearing.

scald—burn with hot liquid.

breeches—a garment worn by men on the lower limbs of the body.

daub—smear ; paint coarsely.

grease—soft thick animal fat.

footman—a servant.

appellation—name.

perspicuous—clear to the mind ;
easily understood.

sputter—speak rapidly and
indistinctly.

Grammar and Composition

Transformation of a Simple Sentence into a Multiple One

e.g. Besides making a promise, he kept it.

(He not only made a promise, but he also kept it.)

Exercise

1. Expand the following sentences into Double or Multiple ones :—

(a) He worked night and day out of ambition to excel.

(b) He spoke the truth from fear of the disgrace of falsehood.

2. Derive nouns from the following and use them in sentences of your own :—

avoid, forget, speak, clear, exact, loud.

3. What quality is the principal and most necessary towards making you liked, beloved and sought after in your private life ?

4. Where does awkwardness in manners come from ?

5. How are you to guard against it ?

6. Give a summary of the above letter.

LESSON 36

IF ALL GOOD PEOPLE WERE CLEVER

Idiom

hit it off

If all good people were clever,
And all clever people were good,
The world would be nicer than ever
We thought that it possibly could.
But somehow 'tis seldom or never
The two hit it off as they should ;
The good are so harsh to the clever,
The clever so rude to the good !
So, friends, let it be our endeavour
To make each by each understood,
For few can be good like the clever
Or clever, so well as the good.

—E. Wordsworth.

Meanings

hit it off—agree.

endeavour—attempt.

Exercise

1. What is the central idea of the poem ?
 2. What should be our endeavour to make us all useful to each other ?
-

